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A broad interpretation of home economics is presented. This makes possible the adaptation of materials to various situations and prepares young people from diverse backgrounds for a satisfying home life. The basic philosophy is to integrate human and material resources and to focus them on family living. The activities and procedures suggested provide many opportunities for pupils to practice group living in a setting which simulates that of a home. The area of careers derived from a study of home economics is also included.

Technological and social changes have affected the traditional role of the homemaker. The emphasis has moved from production to that of the wise selection of goods and services and to the importance of good interpersonal relationships. The courses, presented in outline form with content, suggested activities, and procedures, include foods and home experiences, clothing and home experiences, clothing accessories and personal development, child care and home care of the sick, and home accessories.

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HOME ECONOMICS

GRADES 7-8-9

Board of Education
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1963

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Curriculum Bulletin 1963-64 Series No. 4

HOME ECONOMICS

GRADES 7-8-9

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FOREWORD

This course of study and syllabus incorporates all the areas of home economics now taught in the junior high schools of New York City. A broad interpretation of home economics is here presented. This will make possible the adaptation of material to various situations and thus lead to the preparation of young people for satisfying home living. This bulletin embodies the basic philosophy of integrating human and material resources and brings them to focus on family living. The activities and procedures suggested provide many opportunities for pupils to practice group living in a setting which simulates that of a home. Exploration in the area of careers stemming from a study of home economics is also included.

Technological and social changes have affected the traditional role of the homemaker. The emphasis in late years has moved from production to that of wise selection of goods and services and to the importance of good interpersonal relationships. The many home economists involved in preparing the material here included considered these changes when selecting the content.

JOSEPH O. LORETAN
Deputy Superintendent of Schools

June, 1963

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PART I.

HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

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INTRODUCTION

This course of study and syllabus will guide teachers in preparing their own instructional outlines to best serve their students. Teachers will need to acquaint themselves with the home backgrounds of their students so that the classroom experiences may be made as helpful as possible. Since the subject aims to strengthen and develop an appreciation for the family, the teacher must discover what "family" and "home" mean to the children she teaches so that she will not be assuming understandings which do not exist. The proliferation of home labor-saving devices and materials has shifted much of the emphasis in the home from production to consumption. Home economics in the schools reflects this development by incorporating more experiences designed to assist family members with solutions to problems in the management of resources and in evaluating goods and services. Home economics helps prepare women, who are being incorporated in all areas of professional and industrial work in greater and greater numbers, to face the challenges which have come with early marriage and to accept the changing role of men and women in our modern society. Finally, home economics helps young men and young women assume new responsibilities in becoming constructive family members.

Teachers of home economics recognize the distinctive contribution their subject makes to strengthen family bonds in a society which is beset by the many influences of technological change. Newer thinking in education is placing emphasis on meeting the developmental needs of youth. Along this line, home economics plays an important role in assisting adolescents to become competent individuals through group-living experiences in the classroom.

Home economics first became a part of the school curriculum when it was recognized that hand skills needed to be taught to supplement the offerings in academic subjects. The manual training movement sought to train boys and girls in specific skills which would be of use to them in future work or in leisure pursuits. Girls were taught to cook and sew. Later these subjects were expanded and called domestic science and domestic art in order to be more descriptive of their content. The nomenclature was again changed when the methods and findings of science and economics were applied to the activities of the home. Today the subject area has been broadened to include all aspects of learning which impinge upon the family and home; the generic term home economics is used as the designation for the courses.

Home economics teachers always need to point out to their students, to parents, educators and the public in general that there is much more to home economics than the acquisition of homemaking skills, as helpful and enjoyable as these may be to them. A perusal of this course of study and syllabus will reveal that the activities traditionally associated with the subject are not ends in themselves. They are means through which the more intangible goals are reached -- those of assisting young people to form value judgments and decisions, to learn management procedures related to the home and family, and to formulate generalizations which will serve the young people in many situations they may encounter in their future lives. It will also be seen that home economics is an integrative vehicle through which learnings in science, language, mathematics and the other areas may all be brought to focus on the home.

OBJECTIVES

HOME ECONOMICS 7-8-9

Home economics education in junior high school should help students to:

Understand the importance of the family in society and the responsibility of each individual to contribute to happy family life.

Understand the value of time, effort and income expended in achieving family goals.

Understand that social conditions and technological advances make home life an ever-changing experience.

Develop habits and attitudes which are conducive to optimal mental and physical health.

Develop sound personal values and to establish desirable personal goals.

Develop ability to establish satisfying relationships with other people in the home and in the community.

Develop ability in the skills, techniques and artistic expressions used in homemaking activities.

Explore, discover and develop individual talents which may lead to satisfying leisure time pursuits and to a choice of vocation.

PROGRAMING OF STUDENTS TO HOME ECONOMICS

COURSES THAT ARE OUTLINED IN THIS BULLETIN

Eleven different courses in home economics for the junior high school are herein outlined. They are:

Foods and Home Experiences I, II, III, Enriched	(4 courses)
Clothing and Home Experiences I,II,III, Enriched	(4 courses)
Clothing Accessories and Personal Development	
Child Care and Home Care of the Sick	
Home Accessories	

RECOMMENDED PROGRAM PLAN

The courses in the recommended plan provide a comprehensive program for grades seven, eight, and nine.

Grade Seven

Foods and Home Experiences I	(Fall Term)
Clothing and Home Experiences I	(Spring Term)

Grade Eight

Clothing Accessories and Personal Development	(Fall Term)
Child Care and Home Care of the Sick	(Spring Term)

Grade Nine

Foods and Home Experiences II	(Fall Term)
Clothing and Home Experiences II	(Spring Term)

ADAPTATIONS OF THE RECOMMENDED PROGRAM PLAN

Adaptations of the program plan may be necessary because of the number and type of rooms available, the number of teachers of home economics in the school, the number of classes of each grade and the programing method used.

When the recommended plan is not followed for one or more reasons, any combination of courses can be offered. In that case, thought should be given to providing a variety of experiences for the students. Foods and Home Experiences III, Clothing and Home Experiences III and Home Accessories may be added to the several possible combinations.

Two enriched courses have been outlined: Foods and Home Experiences and Clothing and Home Experiences. These are planned for those Special Progress classes whose girls will be programed to home economics classes only one or two years. The content of these courses expands these with material from other courses to make one full basic course for Grade Seven. In Grade Eight, the recommended plan may be followed.

In schools in which Child Care and Home Care of the Sick is not offered, appropriate content from this course may be incorporated into Foods and Home Experiences II.

Clothing and Home Experiences I is pre-requisite to Clothing Accessories and Personal Development in the sense that it is the more basic course. Students programed to the Clothing Accessories and Personal Development room for their first experience should be taught Clothing and Home Experiences in that room.

The content of Home Accessories may include topics from Clothing Accessories and Personal Development or Child Care and Home Care of the Sick in schools in which these are not taught as separate courses.

PROGRAMING CONSIDERATIONS

Classes should consist of girls of similar age, grade and home economics experience. A Home Economics Record Card will be of assistance in programing homogeneous classes and in assuring an orderly progression of students in the courses.

Child Care and Home Care of the Sick is most appropriate for girls of some maturity who may be assuming a greater measure of responsibility in their homes. It is not recommended for the seventh year.

There are no advanced courses in Clothing Accessories and Personal Development, Home Accessories or in Child Care and Home Care of the Sick.

TOPIC OUTLINES OF COURSES

OUTLINES OF COURSES IN THE RECOMMENDED PLAN

Grade Seven

Foods and Home Experiences I

Nutrition and food - Preparation of simple meals emphasizing the nutritional needs of the growing girl
Assisting in the purchase of the family's food
Safety at school and at home
Use and care of household equipment and furnishings
Management of time and energy in home activities
Social acceptability within the home
Getting along in the family
Looking ahead to careers in home economics
Using leisure time - Personal recreation
Good health and good looks

Clothing and Home Experiences I

Construction of simple cotton garments
Safety at school and at home
The attractive girl
Hand sewing - A minor project for the home
Study of fiber and fabric
Assisting in the care and repair of clothing
Looking ahead to careers in home economics

Grade Eight

Clothing Accessories and Personal Development

Construction of four or more articles - two hats and two or more sewed accessories
Construction of knitted and crocheted garments or accessories
Grooming and personal development
Selecting personal accessories
Standards of dress - The complete costume
Management of money for home and personal use
Gifts for home and family

Grade Eight (continued)

Child Care and Home Care of the Sick

- Understanding young children
- Recognizing the teenager's influence on young children
- Food needs and eating habits
- Clothing needs and dressing habits
- Rest for children
- Play for children
- The value of pets and natural surroundings
- Understanding one's self through learning about others
- Learning how to make the home safe and hygienic for children and other members of the family
- Good health for the girl and her family
- Illnesses and emergencies in the home
- Helping when there is illness at home - Comfort and health skills
- Community health services

Grade Nine

Foods and Home Experiences II

- Nutrition and food - Preparation of family meals
- Hospitality - Social graces
- Furnishing the home attractively
- Sharing in the care of the home
- Management of money for home and personal use
- Getting along with others
- Use of leisure time - Family recreation
- Good grooming

Clothing and Home Experiences II

- Construction of garments requiring more advanced techniques
- Construction of a minor project - A sewed accessory or a simple garment for a young child or a male member of the family
- Appearance and personality
- Buying clothing wisely
- Caring for the family's clothing

TOPIC OUTLINES OF ADDITIONAL COURSES

Foods and Home Experiences III

Nutrition and food - Preparation of meals for special occasions
Planning for spending the family income
Housing the family
Living happily with family and friends
Comparing American and foreign foods and customs
Friendships between boys and girls

Foods and Home Experiences - Enriched

Nutrition and food - Preparation of family meals
Assisting in the purchase of the family's food
Safety at school and at home
Sharing in the care of the home
Management of time, energy and money in home activities
Social acceptability - Living happily with family and friends
Good grooming
Looking ahead to careers in home economics
Current events related to home economics

Clothing and Home Experiences III

Construction of garments requiring advanced techniques
Appearance and personality (continued study)
Buying clothing wisely (continued study)
Caring for the family's clothing (continued study)

Clothing and Home Experiences - Enriched

Construction of simple cotton garments
Safety at school and at home
Appearance and personality
Hand sewing - A minor project for the home or an accessory for a member of the family
Clothing needs of the family
Looking ahead to careers in home economics
Research on related topics

Home Accessories

Sharing in decorating the home - Sewing small articles
Making gifts of fiber and fabric
Study of fiber and fabric
Safety at school and at home

HOW TO USE THE COURSE OF STUDY AND SYLLABUS

Topic outlines showing the scope of the home economics courses in this bulletin are found on p. 7, 8, 9 and in greater detail in the body of the course of study. Suggestions for integrating the topics and utilizing time will be found on pages preceding the courses; p. 27, 61, 83, 93, 109. Proposed goals, methods and procedures will be found highlighted throughout the body of the course of study.

Teachers and the conditions under which they teach differ to such an extent that each teacher is expected to organize the work for her own classes. In the section, ADAPTING THE COURSE OF STUDY TO MEET COMMUNITY NEEDS AND INDIVIDUAL DIFFERENCES, p. 12-17 and ESSENTIALS OF PLANNING, p. 121 will be found suggestions for selecting activities and methods for teaching the content and for developing term plans and lesson plans. Activities for classes will be chosen in terms of priority, selecting first those which will meet the needs of the students and teach the content and afterwards those for enrichment. The SUGGESTED ACTIVITIES AND PROCEDURES listed next to the CONTENT outlines will serve as models. It is hoped that teachers will exercise ingenuity and devise additional ones.

In providing opportunity for students to engage in group work in an orderly and planned manner, the section on CLASSROOM MANAGEMENT, p. 127 will give much guidance. Other material to aid the teacher will be found in the pages following the body of the course of study.

It is expected that learnings of other years and of other classrooms will be incorporated in the teaching of home economics. The teacher should inform herself of the overall school program so that she can assist in rounding out the comprehension of concepts of other subjects. The opportunity to draw together many facets of education into a learning activity which allows a degree of experimentation, free expression and interaction among individuals within a group is one of the strengths of home economics of which the teacher should make maximum use. Suggestions for doing this will be found in the activities listed.

ADAPTING THE HOME ECONOMICS PROGRAM TO MEET COMMUNITY NEEDS AND INDIVIDUAL DIFFERENCES

CHILDREN AFFECTED BY THE MOBILITY OF FAMILIES

People of many cultures will be found in New York City. This must be considered in helping children to make the necessary adjustments when grouped with others in the social atmosphere of a home economics classroom. Some specific problems due to mobility are:

1. Irregularity in attendance. Families may go back and forth from the place they came; the children may live with different members of the family during these moves; or there may be much moving about in order to be near the wage-earner's job. As a result of this children may feel rejected and insecure. This makes it most important that children in this category feel that classmates and teachers are interested in them.

2. Adjustment to new or different housing. Some children may come from homes in which the sanitary facilities are meager and habits of personal hygiene are not well established. Modern housekeeping devices may be lacking and unfamiliar to students. The home economics teacher will consequently see that children are exposed to modern facilities and will help them institute sound habits of sanitation.

3. Adjusting to changes in the food pattern. Many children from other geographic areas are unfamiliar with the many nutritious foods which are plentiful in New York City and with ways of preparing them. They need to learn to supplement their customary diet with these foods which are readily available and inexpensive.

4. Assuming home responsibilities. The mother may have regular employment and many homemaking duties may fall to older girls. Consequently, opportunities exist for making home economics a meaningful and important area for these girls.

NON-ENGLISH SPEAKING CHILDREN

These children need to learn to understand, read, write and speak the English language. Visual aids should, therefore, be used to a larger extent than with other children. Teachers need to create reading materials and other devices of visual instruction. Some suggestions follow:

I. Use pictures related to food, clothing, child care and family living for identification of items

II. Make experience charts for reading on the following:
  1. Descriptions of pictures showing table setting, child care, family relationships and good grooming.
  2. Descriptions of a visit to the school cafeteria.
  3. Descriptions of a visit to a friend's home.
  4. Descriptions of what to wear to school based on a visit to a Junior Miss Department of a department store.

III. Conduct trips and excursions to:
  1. A market to see varieties of foods available.
  2. The school cafeteria to look for specific items; a well-balanced meal, cleanliness, serving area, dining area, wash room, dietitian's office.
  3. The Junior Miss Department of a department store to see what clothing is featured for school, plus identification of clothing and to see seasonal clothing with which the children may not be familiar.
  4. A food processing plant to see steps in the preparation of food, cleanliness, the role of machinery, the assembly line.
  5. A clothing factory to see the steps in the manufacture of clothing.

IV. Use reading materials other than textbooks and charts, such as:
  1. Labels on cans of food to find the size, weight, contents, instructions for preparation.
  2. Typewritten recipes prepared by the teacher to be read together by the group of non-English speaking children and followed by the actual preparation of the food.
  3. Newspaper and magazine ads pertaining to food and clothing, etc.

V. Emphasize "speaking English" and "listening to spoken English."
  1. Practice teacher-pupil planned conversations at mealtime with emphasis on table manners and getting along with others.
  2. Evaluate taped conversations with specific questions used to elicit responses; for example:

     "What does she say that shows she has good table manners?"
     "What does she say that shows she gets along well with others?"

VI. Use filmstrips showing table manners, good grooming, family relationships. It is best to limit the number of frames shown so as not to confuse the non-English speaking child. Frames may be shown more than one time with specific purposes in mind:

     Identification -- "What do you see in this picture?"
     Explanation --- "What is happening in this picture?"

VII. Use dramatization and role playing.

SAMPLE LESSONS IN CHILD CARE FOR A CLASS OF NON-ENGLISH SPEAKING CHILDREN

I. Basic learning: Children of different ages have different food requirements.

1. Select pictures from the file showing children of different ages. Point to the physical development shown; for example:
   - Development of teeth
   - Lengthened bones
   - Strengthened muscles shown in posture changes
   - Development of coordination in grasping, etc.
2. Choose from the pictures three or four showing marked age differences and post them on the blackboard, flannel board, etc.
3. Set up a variety of fresh and canned foods for the children to see. Have them place the foods suitable for the different ages on trays which have been marked for the age group in large numerals or letters.
4. Let the children identify what in the physical development has been considered in making the selection. For example; a child without teeth cannot bite into a whole apple. Examples of food suitable for the lesson:
   - Whole apple
   - Apple cut in sections
   - Canned apple sections
   - Canned apple sauce
   - Strained apple sauce
   - Other groups of foods differentiated in texture for easy comparison

II. Basic learning: Desirable standards for the preparation of foods for children include proper use of equipment, sanitary procedures, correct methods of preparation.

1. Demonstrate and practice handwashing, clearing and cleaning counter and table surfaces, providing for serving the food.
2. The teacher demonstrates with pupil assistance, or selected students demonstrate:
   - Reconstituting milk, dried and canned
   - Tasting and comparing reconstituted milk with fresh milk
   - Compare cost and storage of the different types of milk

   Students select correct words on flash-cards; or locate the words on the labels. Example:
   - Evaporated
   - Dried
   - Quart
   - Ounce
3. Demonstrate the preparation of a milk dessert for a pre-school child. Discuss proper handling and storage.
4. Students prepare similar milk desserts using various kinds of milk. Taste and compare each.
5. Plan a meal to include this dessert.

III. Basic learning: New foods should be made appealing when introducing them to children.

1. Select some of the more able students to dramatize the rejection of food by a child.
    - a. Mother and child -- a child refuses to eat.
    - b. Mother improves food by adding sugar or salt, tastes it with her own spoon. Child accepts.
    - c. Mother reduces the amount of food, or size of plate. Child accepts food.
2. Oral review and setting of standards. Record on the blackboard. Food for children should have:
    - Good taste
    - Nice appearance
    - Proper size of servings
    - Etc.
3. Teacher demonstrates the preparation of a meal for small children. Class works in groups. Class evaluates according to standards set up. Suggested foods around which to plan a meal:
    - Cottage cheese salad
    - Pudding mixes
    - Mashed potatoes
    - Reconstituted milk prepared in various flavors

PROVISION FOR THE EXCEPTIONAL CHILD

The teacher of home economics should be aware that there may be a physically or mentally handicapped student in the classroom group. The philosophy of specialists working in the various areas is to prepare exceptional students as adequately as possible for living in the normal world, thus, they are not in segregated groups in all classes. The teacher needs to remember that the handicapped child is first, a child; second, a child with a handicap.

When such a child has been identified, the home economics teacher may secure additional assistance in dealing with the child from the home room teacher, the guidance counselor or school psychologist, and the administrative staff. She can also secure helpful information from the special school agencies directing the education of such children.

In general, the teacher should be cognizant of the child's handicap, treat the child much as she does others in the class but with particular consideration for her needs. The teacher should not be over-attentive or over-helpful; but she should also not pretend that special aid is not needed. Keep an objective attitude with regard to the handicap.

The discovery of children with handicaps is not the sole responsibility of the home economics teacher. The child's home room teacher, the school nurse, or the school doctor will have detected the handicap and brought it to the attention of the parents. It may be wise to check with the home room teacher if in doubt.

SOURCES OF INFORMATION

American Foundation for the Blind
15 West 16th Street
New York 11, New York

Refer to "Special Services" at the above address. Any unusual problem can probably be solved there with the assistance of blind people in the professions and trades who pool their experiences toward solving the problems of others and cooperate towards this end, using the Foundation as a clearing house.

Board of Education, Bureau of Publications
110 Livingston Street
Brooklyn 1, New York

Bureau for Children with Retarded Mental Development
J.H.S. #14, 224 East 28th Street
New York 16, New York MU. 3-9137

Consult with the CRMD teacher in the school and apply to the above address for additional information.

Bureau for the Education of the Physically Handicapped
131 Livingston Street
Brooklyn 1, New York

Bureau for the Education of the Acoustically Handicapped
J.H.S. #47, 225 East 23rd Street
New York 10, New York LE. 2-6657

Upon request, the school will send informational material that is concise and of a practical nature.
If the child's hearing is defective to the point where he is receiving additional help from one of the itinerant lip-reading teachers, it would be of value to consult her.

Bureau for the Education of the Visually Handicapped
110 Livingston Street UL. 8-1000
Brooklyn 1, New York Ext. 577 or 578

Consult the special teacher in the resource classroom for suggestions for blind and/or partially seeing children. For further assistance, contact the Supervisor at the Bureau for the Education of the Visually Handicapped.

Commonwealth of Puerto Rico
2210 R Street, N.W.
Washington 8, D. C.

Commonwealth of Puerto Rico, Department of Agriculture
37 Wall Street
New York, New York

Commonwealth of Puerto Rico, Migration Division, Department of Labor
322 West 45th Street
New York 36, New York

New York City Department of Health
125 Worth Street
New York 13, New York

Many food and nutrition booklets and charts in Spanish and English are issued by this department.

New York City Department of Welfare
250 Church Street
New York, New York

This department issues recipes and consumer education materials in Spanish and English.

New York League for the Hard of Hearing
480 Lexington Avenue
New York, New York

Brochures of interest to teachers working with such children may be secured here.

TEACHING OF TOPICS ON THREE LEVELS OF STUDENT ABILITY

AND/OR EXPERIENCE

The following guide for selecting activities suitable for different ability levels shows that the selection is both in quantity of subject matter to be presented and in the depth to which it is pursued. Although most activities can be adapted to several ability levels, those selected for the less experienced children will depend upon realia to a greater degree than will those of the other levels. The less experienced children will not be able to abstract principles from bodies of facts as readily as more experienced children and will require more repetition for clinching facts and principles.

FOODS AND HOME EXPERIENCES II

Furnishing the Home Attractively

Less Experienced	Normal	More Experienced
1. Furniture Arrangement		
Make a picture collection of furnished rooms. Check for principles of furniture arrangement shown.	Discuss criteria of good furniture arrangement.	Practice furniture arrangements using mimeographed room plans and furniture.
Experiment with various furniture arrangements using commercially available or mimeographed cut-outs to demonstrate specific principles.	Plan a field trip to a furniture or department store to see room arrangements.	Analyze the basis for some arrangements being more pleasing than others. Draw up a set of principles to be observed.
Pupils arrange furniture cut-outs on a mimeographed floor plan. Evaluate in terms of principles learned by using a check-list.	Try out various arrangements of furniture in the home living center or apartment.	Experiment with furniture arrangements for balance, use of line and activity groupings.
	Using commercially available cut-outs and plans try various furniture arrangements following principles learned.	Make a scale diagram of a room at home.

Less Experienced	Normal	More Experienced
	2. Accessories and art objects to beautify the home	
Cut clippings from newspapers and magazines which illustrate types of home accessories available in stores.	Students bring to class pictures of rooms exemplifying artistic use of home accessories.	Prepare a check-list for the selection and arrangement of accessories.
Practice artistic arrangements of small accessories in the home living center or apartment.	Prepare a check-list for selecting accessories appropriate to a teenager's room.	Prepare dioramas to show suitable use of accessories as color accents in a basic room plan.
Prepare pictures for use in the home economics room or at home, by matting, mounting or framing.	Practice artistic arrangement of small accessories in the home living center.	Discuss when to buy and when to make accessories.
	Demonstrate and have pupils practice care of ceramics, glass, metal, etc.	Bring to class one favorite accessory and explain its selection.
	Prepare a display to show appropriate picture hanging, matting, framing, etc.	Make a decorative accessory for the home such as a pillow for a girl's room.
		Pupils report on and demonstrate care of ceramics, glass, metal, etc. Make a chart showing the care to be given the different materials.
	3. Flower arrangement, care of plants	
Pupils care for plants at school rotating duties.	Demonstrate and practice flower arrangements using fresh and dried plant materials.	Demonstrate and practice flower arrangements, noting names and types of plants.
Report on care given plants at home.		
Collect pictures of flower arrangements and discuss.	Prepare a check-list for the care of house plants.	Prepare a display on use and care of plants in the home.
Teacher demonstrates and pupils practice flower arrangements.	Improvise containers suitable for flowers or plants.	Investigate information available in the library on flower arrangements and house plants.

Less Experienced	Normal	More Experienced
	4. Evaluation of the construction of furnishings	
Use furniture available in the home economics rooms to study construction, wood types, textiles used, comfort features, style, etc., as they apply to home furnishings.	Use furniture available in the home economics rooms to study construction, wood types, textiles used, comfort features, style, etc., as they apply to home furnishings.	Use furniture available in the home economics rooms to study construction, wood types, textiles used, comfort features, style, etc., as they apply to home furnishings.
Using pictures, set up a simple list of standards for purchasing furniture.	Identify the materials of which the school furnishings are constructed. Discuss and practice care of these textiles and surfaces.	Collect and exhibit United States Government pamphlets and consumer reports related to furniture construction.
	Visit a cabinet maker's workshop.	Debate craftsmanship vs mass production.
	5. Personality expression in home furnishings	
Make individual collections of pictures of furnishings a girl would like for her own room.	Pupils list favorite colors, hobbies and interests, and plan rooms to reflect their own personalities.	Discuss individual taste preferences of class members and how this influences choices.
		Students plan individual dream homes making dioramas or scrap books.

Less Experienced	Normal	More Experienced
	6. Convenience, practicality and beauty in furnishings	
Plan a field trip to observe model rooms. Discuss the convenience, practicality and beauty of these rooms.	Collect pictures of rooms and articles suitable for teenagers that show furnishings of convenience, practicality and beauty.	Demonstrate improvement in convenience, practicality and attractiveness in "before and after" room arrangements, through dioramas, drawings or pictures. Evaluate the cost of the changes made.
	Plan a bulletin board display of ideas for teenager's room furnishings, for sleeping, for dressing and grooming, for studying and for leisure time activities.	
	7. Color, line and other art principles related to furnishings	
Using colored construction paper, try out various combinations for pleasing effects. Check against a list of principles.	Experiment with colored papers and fabric to determine art principles.	Discuss the part color plays in every-day living.
	Students prepare dioramas to show the effect of color and design in room furnishing.	Using available room furnishings, make application of line, design and color principles.
Use available furnishings to demonstrate basic principles of line and design in furniture arrangement.		Teach art principles through dramatic violation of them in arrangements of furniture and/or small objects.
		Have students formulate experiments and demonstrate to class the effect that color has on apparent size, mass and space. Elicit principles.

TEACHING OF TOPICS ON THREE LEVELS OF STUDENT ABILITY AND/OR EXPERIENCE

CLOTHING AND HOME EXPERIENCES II, Section III, Wise Buying of Clothing

Less Experienced	Normal	More Experienced
Discuss with students the factors which determine wardrobe needs.	Discuss with students the factors which determine wardrobe needs.	Discuss with students the factors which determine wardrobe needs.
Prepare a list of items of clothing needed for school. Help each student evaluate her own wardrobe needs.	Collect pictures of individual parts of a wardrobe and have pupils interchange pictures to set up suitable costumes for various occasions and seasons. Wardrobe groupings may be mounted for display.	Determine the essentials of a teenagers' wardrobe for school, social and casual occasions and for various seasons.
Using paper models and pictures, plan a wardrobe suitable for school, for play and for "dress-up."	Prepare a chart for wardrobe analysis and planning. Students suggest items to fill in gaps in their own wardrobes.	Have each student check her own wardrobe and report to class evidence of good and/or poor planning.
Prepare a pictorial notebook showing appropriate use of fabrics.	Prepare a bulletin board entitled "Guide for the Smart Shopper" or "Am I a Courteous Shopper?"	Pupils plan an exhibit showing the essentials of a school wardrobe. Dress fashion dolls in clothes made by the pupils as a home assignment.
Using pictures of various parts of a wardrobe, have pupils set up a flannel board display of "What Goes With What." Mount pictures of items to make a complete costume for a specific occasion and estimate the cost.	Discuss fads in fashion in contrast to conservative styles in selecting a wardrobe.	Set up a bulletin board of new and current information on fabrics, labels, finishes.
Role play questions to be asked of store keepers when informative labels are not found.	Pupils mount pictures of advertisements of dresses, giving fabric and price. Compare with the cost of a dress if it were made by themselves of similar material. Discuss reasons for the difference.	Role play purchasing fabric and notions for a specific garment.
Act out a shopping situation demonstrating good manners and intelligent buying.		Discuss impulse buying.
Set up a check-list entitled "Good Buying Practices and Manners."		Select an article of clothing for study, for example, a sweater. Assign a committee to receive from salespersons, labels, hang-tags, and consumer resource materials, re: care, cost, construction, etc.

EVALUATION

Evaluation of learning is always directly related to the goals set by the teacher. Throughout home economics courses the teacher will set up standards for the products made and for the skills to be developed. She will make use of demonstrations, of score cards, checklists and visual materials. Students will have many opportunities to evaluate the end products of learning by using the things made; generalizations formulated in class will be applied at home. Interspersed in the pages of the bulletin are many suggestions for the evaluation of learning.

Students need to be made aware of the goals projected for the group. They may also set individual goals related to their own experiences, backgrounds and needs. The teacher may evaluate the extent to which the teaching has accomplished the goals of the program by periodic review and tests. One useful means for evaluating growth in learning is pretesting and retesting at the beginning and ends of units. Progress toward achieving goals may be shown in tangible form by use of progress charts, graphs, tests and other objective ratings.

Activities should be planned and problems posed which will demonstrate growth in the ability to perform tasks well and to solve problems. Informal practical tests may be planned with student participation; this will help them to understand how their abilities may be measured.

Finally, there are many intangible areas that can be evaluated resulting from intergroup action, development of social amenities, creation of new values and attitudes. These are evaluated by mere observation.

PART II.

HOME ECONOMICS COURSE OF STUDY AND SYLLABUS

GRADES 7 - 8 - 9

ACHIEVING THE OBJECTIVES OF HOME ECONOMICS THROUGH TEACHING FOODS AND HOME EXPERIENCES

In teaching Home Economics - Foods and Home Experiences the major portion of time is devoted to activity lessons. These lessons will include, in addition to the development of ability in food preparation, related knowledges and appreciations which are included in the other topics of study found in the content of this course. These topics, indicated by Roman numerals under CONTENT, are not to be thought of as units of work but as bodies of knowledge to be developed during the activity lessons as well as through additional discussions and activities. Suggestions for integrating the outlined content in these lessons will be found in boxes throughout the course of study and syllabus. The content should be taught, but the activities selected to teach it are optional with the teacher. These listed activities are indicative of the type thought to be suitable to most classrooms. The teacher will be able to devise others.

The course of study is not intended to limit the teacher if she can accomplish more than is outlined. On the other hand, there may be some situations in which all the content cannot be covered.

When setting up the plan of work for the term, the teacher will organize the content into units of work which will be helpful in guiding her student group to see the broad implications of learnings of the term's work. Following are some suggested unit titles:

How can home economics help me become a better family member?

How can our use of after-school time contribute to our family's happiness?

How can we make better use of time and energy in household tasks?

FOODS AND HOME EXPERIENCES

IN FOOD PREPARATION LESSONS:

1. Teach foods in the framework of a meal.
2. Whenever possible, prepare a meal, not a food.
3. Incorporate, as related to the meal or food prepared, a brief discussion of:
    - adapting food to family members
    - cost, purchase and storage of foods
    - management of time and energy
    - nutritive values
    - principles of food preparation and sanitation
    - proper service and social manners
    - safe practices
    - standards set for the products made as a basis for evaluation
4. Teach new words pertinent to the lesson and provide opportunity for oral expression and reading.
5. Evaluate the achievements of the aims of the lesson in terms of daily home living.

CHECK LIST FOR MEAL PREPARATION ACTIVITY PERIOD

1. Have the needed recipes been duplicated and distributed?
2. Is there available for pupil use a complete set of Bulletin #9, Food Preparation and Household Management?
3. Have the student's planning sheets been checked?
4. Are the foods and utensils needed for the lesson available on trays or in kitchens for each family unit?
5. Have student helpers been assigned to distribute other materials, to report on attendance and compliance with dress regulation, and to care for end-of-lesson tasks?
6. If the ovens are to be used, has the time been set for pre-heating them?
7. Are there aprons available for loan for unprepared students, and is a method planned to control the need to loan them?
8. Have instructions been prepared to direct monitors in setting up trays for the next class?
9. Has the equipment used been replaced and arranged by the students and checked by the teacher?
10. Is there a library corner which is kept up-to-date, attractive and inviting?

FOOD PREPARATION TECHNIQUES

This allocation of food preparation techniques for the different terms of work is based upon the experience of many teachers.

Learnings in Foods and Home Experiences I may be incorporated in planning and preparing meals in Foods and Home Experiences II and Foods and Home Experiences III, and will not be taught as new material.

Convenience foods may be used for learning manipulations, measurements, oven management, cost and time comparisons, etc. and whenever the teacher feels them to be suitable.

	Foods and Home Experiences I	Foods and Home Experiences II	Foods and Home Experiences III
Cereals	Uncooked Cooked Macaroni pastes	Macaroni, rice, noodle casseroles Cereal puddings	
Cheese	Cottage cheese salads Toasted cheese sandwich	Cheese sauce for casseroles, vegetables, etc.	
Eggs	Soft-cooked, hard-cooked, poached, fried, scrambled	Omelets Custard	Soufflé
Flour Mixtures 1. Breads	Toast Muffins Biscuits	Pancakes Coffee cake Waffles	Popovers Yeast breads Party sandwiches
2. Cakes	Butter cake, quick method	Butter cake, standard method Chiffon cake Uncooked frosting	Sponge cake Cooked frostings Cream puffs
3. Cream Sauces	Cream sauces		
4. Cookies	Drop cookies Bar cookies	Rolled cookies Refrigerator cookies	Pressed cookies
5. Pastry		Plain pastry Turnovers, pies Cracker and cookie crusts	Pastry methods
Fruits	Fresh Sauces, compotes of fresh or dried	Salads Baked apple Fruit puddings	Dessert sauces

FOOD PREPARATION TECHNIQUES, (continued)

	Foods and Home Experiences I	Foods and Home Experiences II	Foods and Home Experiences III
Meats, Fish, Poultry	Pan-fried, broiled Prepared meat and fish salads, sandwiches	Roasted, baked, braised Pressure cooked Stewed and combination dishes	Croquettes Boiled fish Hors d'oeuvres and appetizers
Nutritious Beverages	Milk drinks Reconstituted milk drinks Fruit juices Punch		
Nutritious Sweets	Uncooked candies Dried fruit sweets	Hard candies Popcorn or puffed rice balls Peanut or coconut brittle	Fondant and Fudge Type
Vegetables	Salads Garnishes Boiled, steamed, baked Fresh, frozen, canned	Creamed Combination dishes Pressure cooked Salads, molded	Soufflés Au gratin

FOODS AND HOME EXPERIENCES I

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

CONTENT

I. Nutrition and food - Preparation of simple meals, emphasizing the nutritional needs of the growing girl

1. Food needs of the body
2. Guides to good nutrition
3. Calories as a measure of heat and energy
4. Nutritive needs as met by the day's foods
5. Formation of desirable food habits
6. Food preparation
   Plan for a progression of difficulty in the term's work as to techniques and processes involved. For the list of foods and processes appropriate to this term, see charts on p. 30, 31.

SUGGESTED ACTIVITIES AND PROCEDURES

Pupils make a chart or poster showing show body needs are met by food. Include the nutrients needed by the body, their functions and foods rich in each.

Make posters illustrating how methods of cooking and storing affect the nutritional value of foods.

Prepare a bar chart showing the food needs of adolescents.

Pupils read on specific topics related to nutrition and report to class.

Pupils plan how to answer a younger sister who may say she does not need to eat breakfast, lunch or dinner.

Compare several guides to good nutrition; as, Basic Four, Handy Eating Plan, Star of Nutrition, etc.

Pupils keep a record of food intake for one or more days and check against a food guide.

Choose a country. Report on the food habits of families in that country.

Name a food commonly eaten in another country. Decide if it would be a good dish for your family, and why.

Pupils make attractive chart of the Basic Four and mount for hanging on kitchen wall at home.

Using food models, pupils practice selecting meals; check against food guide.

Make a display of labels from packaged foods showing nutrients contained in these foods.

Class prepare a display of 100-calorie portions of foods.

FOODS AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Nutrition and food - Preparation of simple meals, emphasizing the nutritional needs of the growing girl (continued)	Pupils observe animal experiments in the science room noting how food affects growth. Committee notes cafeteria selection on pupils' trays; evaluates for good nutrition; report to class. Pupils examine the causes of likes and dislikes of foods. Pupils report to class on any recent changes in individual food habits due to learnings in school, at camp, etc. Have a tasting party of unfamiliar foods; i. e., certain kinds of cheeses, vegetables, fruits, etc. Pupils plan, prepare and serve meals. Consult curriculum bulletin, HOME ECONOMICS, GRADES 7-8-9, FOOD PREPARATION AND HOUSEHOLD MANAGEMENT for meal patterns and recipes. To develop reading ability, provide each pupil with a copy during the class period. Pupils prepare Sunday breakfast for the family. Secure notes signed by parents. Set up display of notes under heading, "We Helped At Home."
II. Assisting in the purchase of the family's food 1. Information provided on labels 2. Criteria for selecting eggs, fresh fruits, meats, etc.	In each food preparation lesson, principles of sanitation, proper storage of food, cost comparisons and courteous behavior are taught. Study labels for weight, quantity, grade or quality, etc. Design a label for a product. Set up a display of food containers, packages, cans, to check net weight and volume on labels.

FOODS AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Assisting in the purchase of the family's food (continued)	Conduct a trip to the grocery store to study labels.
3. Considerations in buying foods: fresh, preserved, "convenience foods", other	Dramatize selecting foods using the foods themselves when suitable. Pupils keep a record of their requests for special foods and how these affect the family budget.
4. The courteous shopper	Role play good shopping manners. Make a chart of the rights and responsibilities of shoppers. Interview a clerk in a store regarding manners, intelligent buying and problems he meets.
III. Safety at school and at home	In each food preparation lesson, reference should be made to safe practices specific to the lesson. Demonstrate safe use of utensils and equipment.
1. Developing safety attitudes and habits in school	Discuss possible hazards in the foods room and the home living center. Test students for their understanding of safe practices in the foods room and home living center.
2. Applying learnings of safe practices to the home	Prepare a check-list for home safety. See other sections in this course of study: Child Care and Home Care of the Sick and Safe Practices in Home Economics Consult curriculum bulletin, "Home Economics Grades 7-8-9, Food Preparation and Household Management for safe practices to be followed.

CONTENT

IV. Use and care of household equipment and furnishings

1. Develop a concept of cleanliness and order as they contribute to happy homes
2. Principles in the use and care of appliances
3. Maintenance of attractive appearance of furnishings
4. Dishwashing procedure
5. Laundering and storage of towels, dish cloths, etc.

SUGGESTED ACTIVITIES AND PROCEDURES

In each food preparation lesson
there is opportunity to teach:
sanitation principles
orderly housekeeping routines
principles involved in the
use and care of appliances
and equipment specific to
that lesson's activity

Discuss how the cleanliness, order and attractiveness of the home economics room contributes to the pleasure of working there.

Discuss ways in which needed additional space can be made. Suggest things that can be bought and those that can be made at home to give more storage space.

Pupils plan "Help At Home Days." Plan four divisions of work and rotate weekly. Prepare chart to record activities (to be signed each week by parent). When all tasks have been completed, pupils to receive commendation note from the teacher.

Demonstrate and practice the proper use and care of the equipment and furnishings of the home economics rooms.

Set up a chart or plan for the care of the home economics rooms as a regular and periodic procedure; provide for rotation of duties among pupils and classes.

Clean and arrange furnishings in the home living center.

Discuss or demonstrate bathroom care.

Display and demonstrate dishwashing materials and aids.

Make time and motion studies of various methods of washing dishes.

Demonstrate and practice laundering of towels and linens.

CONTENT

V. Managing time and energy in home activities

1. The need for analysis and decision-making in managing home activities
2. The value of efficient work habits and scheduling of time
3. Routine care of the home living center of the home economics room
4. Proper storage of food and equipment

SUGGESTED ACTIVITIES AND PROCEDURES

In each food preparation lesson:

1. **Pupils develop a time and work schedule.**
2. **During clean-up time, a group consisting of one girl from each family goes into the home living center for routine care of the area.**
3. **Compare time and energy used in efficient vs inefficient methods in home activities by experimentation in washing dishes, setting the table, bed-making, etc.**

Discuss values in homemaking vs housekeeping.

List decisions a mother must make in one average day. Discuss the importance of decision-making in managing home activities.

Evaluate as labor and time-saving devices some types of equipment; for example, the freezer, dishwasher, electric can-opener, etc.

Make a chart showing homemaking skills used during one week by the student and various family members.

Pupils report on good practices or improvements made in some arrangement of equipment or supplies at home.

Pupils do the weekly cleaning of a room at home and keep a record of how much time is needed to do it well. Report on how efficiency has been increased.

Set up a chart or plan for the care of the home living center of the home economics rooms. Provide for rotation of duties among pupils and classes.

FOODS AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Managing time and energy in home activities (continued)	Experiment to find the most convenient placement of supplies and equipment for specific home activities; as, in making sandwiches, cleaning a room, baking a cake. Devise a check system for the contents of drawers, cabinets, and other storage areas.
VI. Social acceptability within the home 1. Correct table setting and service 2. Table manners and table conversation 3. Roles of members of the family when guests come into the home 4. Role of guests 5. Informal invitations: telephone and personal	**In each food preparation lesson, include demonstration and discussion of table setting, table manners and service correct for that lesson.** Prepare posters or bulletin boards showing customary table arrangement. Make a picture collection of attractive tables set for various types of meals. Make a 3-dimensional poster, using plastic, paper or miniature dishes and flatware, for table settings. Make center-pieces for the table for every-day and holiday occasions. Have a question box on problems of social eating. Discuss suitable topics for table conversation. Role play: table conversation table manners responsibility of family to guest responsibility of guest telephone invitations invitations View a suitable film.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VI. Social acceptability within the home (continued)	List specific courtesies that family members should extend to one another. Using an opaque projector show pictures to stimulate discussion of social manners. Consult the chapter, "Family Mealtime" in curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management for correct procedures for setting the table, serving and enjoying the meal.
VII. Getting along in the family 1. Recognizing the need of each child in the family to contribute to the work and happiness of the home 2. Appreciating the contributions, obligations and rights of each family member 3. Recognizing that sisters and brothers learn from each other 4. Appreciating the family's influence in developing individual competence in adjusting to society	**In each food preparation lesson, pupils work in family-sized groups, sharing responsibility for meal preparation and clean-up activities.** Pupils report on ways in which each family member contributes to the work and happiness of the home. Summarize the home activities of class members and make a pictorial chart. Discuss the value of family celebrations and traditions. Invite a panel of parents to discuss ways children can and do contribute to happy home life. Make an analysis of the contributions of each member of the family to the home. Make a monetary evaluation of the homemaker's contribution to the home. Determine the value in terms of money of the services performed by family members.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VII. Getting along in the family (continued)	Discuss TV programs that show desirable patterns of family life. Make a chart to show the specific rights and responsibilities of each family member. Consult a librarian for books dealing with family relationships. Write book reports. Role play some problems of sibling relationships. Base a dramatization on an episode in a book to highlight some facet of family relationships. List home responsibilities that could be assumed by a four year old, a ten year old boy and a fourteen year old girl. Make a list of things children sometimes do thoughtlessly that infringe on the rights of other family members. Suggest ways to prevent infringement.
VIII. Looking ahead to careers in home economics	Discuss preparation for homemaking. Plan a visit to the library to see materials on careers for the home economist. Refer to radio and television commercials to identify careers stemming from a study of home economics. Pupils investigate various home economics career possibilities and compile into a class scrap book. Set up corridor bulletin boards and show cases with current literature on career opportunities in home economics. Contribute to the school career bulletin board materials on careers in home economics.

FOODS AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VIII. Looking ahead to careers in home economics (continued)	Investigate high schools offering special courses.
	Maintain a file of career articles contributed by pupils.
	Pupils discuss at home one career possibility in home economics of which they have learned in school. Report parents' reaction to it.
	Assign students to interview home economists and guidance personnel on career opportunities in home economics.
	Invite speakers in some of the career fields to tell of their training and background.
	Conduct a trip to a department store or food processing plant to observe facets of employment.
	Interview the cafeteria manager and dietitian to learn the qualifications for this career.
	Set aside one special day as "career day."
	Plan and present an assembly program or contribute to the school assembly program on career opportunities.
IX. Using leisure time - Personal recreation	Keep a record of what is done in out-of-school time for a period of one week. Analyze for the number of leisure hours.
1. Leisure time as it affects health, family relationships and friendships	Discuss some leisure-time activities from the standpoint of improving health.
2. The home as a center of leisure	Discuss provision for adequate rest and privacy in the home.
3. Community resources for leisure time	Discuss how leisure time can be used to enrich friendships.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IX. Using leisure time - Personal recreation (continued)	Evaluate leisure activities engaged in by the students at home, at camp, when traveling, etc.
4. Recreational activities with others	Discuss how teenagers can use their leisure time at home without interferring with others.
5. Developing hobbies	Discuss how home economics classes contribute to satisfying leisure hours.
6. Developing talents	Discuss provision for space and time for leisure activities in the home.
7. Avocation into vocation	Pupils plan a family surprise to be prepared in leisure time.
	Investigate how the teenager can contribute to home and family living through use of leisure.
	Investigate provision for sports, handcrafts, art, reading and hobbies in the community. Report findings to class.
	Survey the organizations which sponsor activities for young people.
	Consider the role of adults in sponsoring teenage activities within the community.
	Select, devise, plan a recreational activity to share with a sister or brother.
	Pupils report on and make displays of hobbies engaged in.
	Collect articles in current publications on leisure activities of well-known people.
	Discuss types of hobbies which are restful and relaxing.
	Display or demonstrate talents of class members by means of a hobby show.
	Discuss the contribution to happy advanced years of hobbies or talents developed in youth.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IX. Using leisure time - Personal recreation (continued)	Interview parents and other adults to discover instances of avocational interests which have led to vocations. Invite a resource person to discuss avocations which developed into vocations; such as a Junior Achievement.
X. Good health and good looks 1. What constitutes good looks 2. Relationship of diet to: complexion, hair-condition, teeth, vitality 3. Body care as it contributes to good looks 4. Further study of how minerals and vitamins affect health and appearance	Investigate recommended diets for specific physical conditions related to good looks. Study the factors in foods which contribute to good looks. Display pictures exemplifying good looks and analyze why they are considered attractive. Pupils prepare a daily and a weekly schedule for good grooming. Read and report on assigned topics in nutrition.

FOODS AND HOME EXPERIENCES II

CONTENT — SUGGESTED ACTIVITIES AND PROCEDURES

The time allotment for the course is either two double period per week for a term or one double period per week for a year.

CONTENT

I. Nutrition and food - Preparation of family meals

1. How the body utilizes food
2. Daily food intake in relation to needs; energy, nutrients
3. Further study of guides to good nutrition
4. Planning meals to meet the varied needs of the family group
5. Food preparation
   Plan for a progression of difficulty in the term's work as to techniques and processes involved. For the list of foods and processes appropriate to this term, see charts on p. 30, 31.

SUGGESTED ACTIVITIES AND PROCEDURES

Consult the section, "Nutrition for Optimum Health" in curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management."

Study the functions of the nutrients in the body.

Discuss physiological processes of food utilization by the body.

Discuss factors affecting food needs and utilization; in periods of rapid growth, in relation to activity, in periods of special need.

Make charts tracing the course of parts of a meal through the digestive system.

Chart the time of digestion and assimilation of parts of a meal.

Continue the study of how foods supply the nutrients needed by the body.

Compute caloric needs for various activities in a day for a junior high school girl or for family members.

Analyze various food products for nutritive content. Make comparison charts.

Make a pictorial graph showing the relative amounts of specific nutrients in the various foods; for example, Vitamin C in fruit juices.

Evaluate afternoon snacks, evening refreshments, etc., as they contribute to nutrition. Show comparative values by means of a bar chart.

Compare and analyze several guides to good nutrition.

Using food models, pupils practice selecting meals. Check against a food guide.

FOODS AND HOME EXPERIENCES II

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Nutrition and food - Preparation of family meals (continued)	Make posters showing the right and wrong way to prepare foods in relation to the preservation of nutrients.
	Consult curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management" for meal patterns and recipes. To develop reading ability, provide each pupil with a copy during the class period.
	Pupils plan, prepare and serve meals. See section Essentials of Planning.
II. Hospitality - Social graces 1. Extending and responding to invitations	In meal preparation lessons, demonstrate and practice a variety of ways of serving a meal, such as: buffet, family style, etc.
2. Accepting hospitality	Invite guests to a classroom function.
3. Thank-you notes 4. The over-night guest	Role play: extending and accepting invitations accepting hospitality making introductions telephoning
5. Correct table setting and service	Practice writing thank-you notes. Pack a bag for an over-night visit.
6. Introductions	Make table-decoration favors for a specific class function.
7. Telephone manners 8. Being a good neighbor	Discuss conventional practices; such as, the hostess gift, bread-and-butter letter, welcoming new neighbors, celebrating and recognizing family events, sending greeting cards, etc.
	Make greeting cards or hostess gifts appropriate for special occasions.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Hospitality - Social graces (continued)	Make a picture or cartoon collection on the theme of neighborliness and use this as a basis for discussion. Discuss being a considerate neighbor. Prepare a code of good-neighbor behavior.
III. Furnishing the home attractively 1. Furniture arrangement 2. Accessories and art objects to beautify the home 3. Flower arrangements, care of plants 4. Evaluation of the construction of furnishings 5. Personality expression in home furnishing 6. Convenience, practicality and beauty in furnishings 7. Color, line and other art principles related to furnishings	Use commercially available furniture cut-outs for experimentation. Using graph paper, diagram rooms at home to scale. Try various furniture arrangements. Try out various arrangements of furniture in the home living center. Prepare dioramas to show the effect of color, design and texture on the same arrangement of furnishings in a room. Prepare dioramas of room arrangements using the theme, "My Dream Room." Practice artistic arrangements of small accessories in the home living center or apartment. Prepare a display to show appropriate picture hanging, matting, framing, etc. Prepare pictures for use in the home economics room or at home. Make decorative accessories for the home such as a pillow for a girl's room. Demonstrate flower arrangements using fresh and dried plant materials. Reference reading and reports on care of plants, flower arrangements, ceramics and textiles as art objects, picture selection and arrangement.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Furnishing the home attractively (continued)	Use the furniture available in the room to study construction, wood type, textiles used, comfort features, style and other things as they apply in home furnishing. Discuss individual taste preferences of class members and how this influences choices. Students plan individual dream homes making dioramas or scrap books. Experiment with arrangements for feeling balance, use of line, color, as they affect size, etc. Make individual collections of pictures of furnishings a girl would like for her own room. Conduct a field trip to stores to see home furnishings. Make a picture collection for study in class. Arrange a library lesson to see magazines and books available for study in this area.
IV. Sharing in the care of the home 1. Work plans for daily and periodic care of the home 2. Storage facilities for household linens and seldom used items 3. Laundering processes and reagents	In each food preparation lesson: 1. Pupils develop a time and work schedule. 2. During clean-up time, a group consisting of one girl from each family goes into the home living center to do her share in caring for this area, as indicated in the plans made for its daily and periodic care. 3. The principles involved in the use and care of appliances and equipment specific to that lesson are taught.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
Managing money for home and personal use (continued)	Keep a record of how a real or imaginary allowance is spent.
3. Purchasing foods	Discuss choice-making for maximum satisfaction in spending the allowance.
4. Evaluating bargains	Discuss children's allowances as part of the family financial plan.
5. Value of money in terms of labor and satisfaction	Invite a speaker to discuss a plan for teenagers who manage an allowance or a personal income.
6. Consideration of family values and ideals	Assign pupils, on a rotating basis, to enter into a record book the cost of groceries purchased for class use. Give date, item and cost.
	Compute the cost of menus prepared in class for a family of four.
	Study and evaluate newspaper ads for food prices. Discuss the value of these to the shopper.
	Discuss the pros and cons of purchasing foods in quantity.
	Discuss the wisdom of spending money to save time and energy, as in buying convenience foods, household appliances.
	Determine the money value of services of family members by computing the cost of such services if performed by others.
	Refer students to printed aids that help the family to save money and to spend it wisely.
	Discuss ways in which children can earn money to contribute to the family income.
	Discuss the objectives of savings as they relate to family ideals and values.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VI. Getting along with others	List services students receive at school and discuss appropriate communication with school personnel.
1. Good manners in school	Investigate the cost of replacing glass in school buildings, equipment in home economics rooms, etc.
2. The school administration and its relation to the individual students	Draw up a code of manners for young people to follow in public places.
3. Behavior in public places	Investigate the services rendered the home by the community and ways of cooperating to make the services more efficient, and to show consideration for the employees involved.
4. Cooperation in relation to community services and school equipment	Invite a speaker from a community service.
	Discuss importance of, basis for, and controls over friendships.
5. Being a good friend	Distribute cards bearing statements or "wise sayings" for group discussion and reporting; for example: We do not choose our friends, they happen To have a friend, be a friend A friend in need is a friend indeed Fair weather friends, rainy day friends Old friendships are best Your best friend is your severest critic
6. The need for competence in human relationships	
	Have a question box on traits of personality that are liked or disliked.
	Discuss how to disagree without being disagreeable.
	Role play: relationships with friends good manners in school behavior in public places settling a difference

FOODS AND HOME EXPERIENCES II

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IV. Sharing in the care of the home (continued)	For procedures in laundering and caring for the home, consult the chapters on this in the curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management."
4. Principles involved in the use and care of mechanical equipment	Classify as daily, weekly or seasonal the activities involved in caring for the home.
5. Care of surfaces; wood, tile, stainless steel, enamel, formica, etc.	Set up an exhibit of devices to organize or make better use of storage space; such as, shoe racks, multiple hangers, drawer dividers, etc.
	Pupils report on the effect of a change in method of storage made at home.
	Collect and study pictures showing closet arrangements, etc.
	Discuss the principles of laundering.
	Study instruction books received with appliances and equipment.
	Demonstrate proper care of equipment instruction booklets; as, putting them in cellophane covers, keeping a place in a desk for them, etc.
	Demonstrate and practice proper care of all types of surfaces in the room.
	Prepare a chart on the use and care of various surfaces, as wood, formica, glass, etc.
V. Managing money for home and personal use 1. Planning for spending 2. The personal allowance	In each food preparation lesson there is opportunity to include an evaluation of factors affecting the use of money to bring family satisfactions.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VII. Using leisure time - Family recreation 1. Music, books, games, radio, TV, etc. in the home 2. Activities in which all of the family can join 3. The home workshop 4. Outdoor activities: gardening, picnics, sports 5. Sources of information for recreation, enrichment and for broadening interests	List leisure activities that the family can share. Schedule the use of TV for the family. Discuss the effect of TV programs on behavior. Plan a project to be made during leisure hours at home. Distribute cards bearing statements for group discussion and reporting; for example: One man's work is another man's pleasure The family that plays together stays together A place for everything, and everything in its place All work and no play makes Jack a dull boy Defeating boredom Plan a picnic or family trip to an exhibit or the zoo, etc. Prepare food and pack a hamper for a family outing. Study a map of your area for suitable recreational centers. Pupils report on trips to historic spots, annual events, interesting sights and scenes, as family outings.
VIII. Good grooming 1. Graceful posture and carriage 2. Attractive hair-styling, make-up, hands	Discuss factors which contribute to the attractive appearance of the school girl. Practice posture exercises and graceful movement in walking, sitting, etc. Prepare a bulletin board of grooming aids, hair styles, clothing care aids, or storage and grooming aids. Exchange ideas on breaking the nail-biting habit.

FOODS AND HOME EXPERIENCES III

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Nutrition and food - Preparation of meals for special occasions 1. Historic development of the science of nutrition	Read and report on specific aspects of nutrition: Discovery of vitamins Measuring nutrients Nutrients in commercial pet foods Baby formulas and food supplements Government agencies and controls
2. Comparisons of nutrients in different foods	Evaluate current popular diets for weight reduction.
3. Clues to nutritional values on labels	Report on radio, TV or other advertising of cereals, etc., for class analysis.
4. Analysis of statements in food advertising	Formulate good and poor advertising statements which might be used for a well-known food; such as, margarine, candy, potatoes.
5. Evaluation of nutritive value of foods commonly used for special occasions	Investigate and graphically portray the nutrients in different foods. Plan menus for special occasions and compare nutritive value using the food guides.
6. Government agencies that safe-guard food and disseminate information	Compare caloric content of desserts commonly used for special occasion meals. Make a comparative study of one category of "convenience" foods.
7. Food preparation Plan for a progression of difficulty in the term's work as to techniques and processes involved. For list of foods and processes appropriate to this term see p. 30, 31.	
8. Principles and processes of food preservation	

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Planning for spending the family income	**In each food preparation lesson reference should be made to the economical use of resources.**
1. Income vs outgo and savings	
2. Methods of buying and paying	Study various account-keeping methods and methods for setting up a budget.
3. Long-range planning for purchases as the family grows	Have students set up a budget for a fictitious newly married couple.
4. The family council for planning expenditures	Invite an outside speaker to talk to the class about installment buying.
	Investigate family financial needs at various stages of the family cycle.
	Dramatize the family council.
III. Housing the family 1. Space requirements	Discuss needs of the family in relation to housing; such as, need for privacy, for avocational activities, storage, etc.
2. Floor plans in houses and apartments	Using floor plans published in newspapers, compare them for convenience and adequacy for different sized families.
3. Owning vs renting 4. Choosing a location for the home	Pupil committees study and report on housing standards established by the City Housing Authority for size of rooms, ventilation, number of occupants, etc.
	Make a scale plan of the home living center.
	Measure rooms at home, in apartments, houses, etc., to develop a basis for comparisons.
	Conduct a field trip to a housing development or any new home construction in the vicinity.
	Discuss owning vs renting.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Housing the family (continued)	List things to look for in choosing a location for a home. Select a house known to the pupils in the class and analyze the desirability of its location. Discuss ways in which public improvements can be stimulated by group action.
IV. Living happily with family and friends 1. The family constellation 2. Family customs and how they originated 3. Good human relationship in a shrinking world	Discuss how the problems of a family are affected by the size of the family, by the ages of the family members, and by having someone outside of the immediate family living in the home. Pupils consult resource people on family customs in foreign lands and report to class. Report on how different peoples celebrate holidays and other occasions. Discuss how to show consideration for the family members of friends. Describe a family situation in which good judgment was used in making a decision.
V. Comparing American and foreign foods and customs 1. Mealtime customs in other lands 2. Comparison of American and foreign meals	Prepare a group project on the customs and foods of one country. Make food guides for other countries using their native foods. Set up displays of foods much used in some countries and little used in this country. Collect and exhibit interesting food items from different countries.

FOODS AND HOME EXPERIENCES III

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Comparing American and foreign foods and customs (continued) 3. Nutritional strengths and shortcomings of food patterns of other lands 4. Preparation of meals using foreign dishes	Investigate sources of information concerning foods of other nations. Plan, prepare and serve a meal consisting of one or more foreign foods. Student family groups study, report on, and prepare foods of different countries. All class members to have an opportunity to taste the foods. Consult curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management" for recipes for foods of other lands.
VI. Friendships between boys and girls 1. Invitations and acceptances 2. Entertaining at home 3. Telephone manners; social manners 4. Behavior at social functions	Dramatize some situations between boys and girls; such as: invitations and acceptances expressing thanks, taking leave telephoning behavior at social functions greeting guests introductions participating in activities Plan a party to be given at school or home. Discuss the desirability of having the family know one's friends. Stage a debate on the role of the parent in supervising a party at home, or in setting the time to be home, etc. View a film upon which to base a discussion. Discuss the importance of parental guidance in forming friendships.

FOODS AND HOME EXPERIENCES - ENRICHED

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

CONTENT

I. Nutrition and food - Preparation of family meals

1. Food needs of the body
2. How the body utilizes food
3. The daily food intake in relation to needs
4. Formation of desirable food habits
5. Guides to good nutrition
6. Current nutrition news
7. Analysis of statements in food advertising
8. Comparison of the American diet with diet of other countries
9. Government agencies involved in safeguarding foods and in disseminating information on nutrition
10. Food preparation
    Plan for a progression of difficulty in the term's work as to techniques and processes involved. For the list of foods and processes refer to p. 30, 31.

SUGGESTED ACTIVITIES AND PROCEDURES

Pupils plan, prepare and serve meals.

Study food needs of various family members. (Activities suggested for other courses can be used as desired.)

Study and report on possible causes of poor eating habits.

Make a plan for developing specific good eating habits.

Discuss principles of habit formation.

Choose a "foods editor" for the bulletin board to collect nutrition news items from students.

Analyze nutritive values of menus for the day published in newspapers.

Study food products for geographical origin and display examples.

Make food guides for other countries using their native foods.

Investigate sources of information for foods of other nations; such as, UNESCO, Board of Health, etc.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Assisting in the purchase of the family's foods (Refer to Foods and Home Experiences I)	
III. Safety at school and at home (Refer to Foods and Home Experiences I)	
IV. Sharing in the care of the home (Refer to Foods and Home Experiences II)	
V. Management of time, energy and money in home activities (Refer to Foods and Home Experiences II)	
VI. Social acceptability and living happily with family and friends (Refer to Foods and Home Experiences I and III)	
VII. Good grooming - Looking one's best	(See Foods and Home Experiences I and III).
1. Graceful posture and carriage	Invite a speaker; a dentist, dental hygienist, a nurse, or other.
2. Further study of minerals and vitamins and how they affect the assimilation of food and personal appearance	Read and report on the conditioning of show animals through diet and grooming. Read and report on animal feeding experiments as they relate to appearance of the animals.
3. Relationship of diet to complexion, hair-condition, teeth, vitality	
4. Body care as it contributes to good looks	

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VIII. A look ahead to careers in home economics (Refer to Foods and Home Experiences I)	
IX. Current events related to home economics	Maintain a library of current home economics magazines.
1. Acquaintance with home economics magazines	Consult the school library for available research materials. Write book reports. Set up a bulletin board of current news items about home economics.
2. Home economics in the news	Class reporter obtain from class members and post on bulletin board, news items on home economics in the news.

ACHIEVING THE OBJECTIVES OF HOME ECONOMICS
THROUGH TEACHING
CLOTHING AND HOME EXPERIENCES

In teaching Home Economics - Clothing and Home Experiences the major portion of time is devoted to activity lessons. In addition to lessons in clothing construction, related knowledges and appreciations included in the other topics of study in this course of study will be included. These topics, indicated by Roman numerals under CONTENT are not to be thought of as units of work but as bodies of knowledge to be developed during the construction of projects, as well as through additional discussions and activities.

Most pupils can accomplish the work outlined in each course while maintaining high standards by using efficient and quick sewing techniques. The course of study is not intended to limit teachers if they can accomplish more with their classes than is here outlined.

The teacher will make a schedule to show the time devoted to the construction of the garments so that they will be begun and completed within a specified time, and so that related subject matter will be adequately covered. Learning to use the sewing machine and constructing the minor projects may be continued by some groups of pupils while others are placing patterns and cutting. Experienced teachers find that students learn best when all of them begin construction of garments at the same time so that class instruction on problems encountered can be given.

Clothing and Home Experiences I is pre-requisite to Clothing Accessories and Personal Development in the sense that it is the more basic of the two courses. In the event that pupils who have not yet had Clothing and Home Experiences I are programed to the Clothing Accessories and Personal Development room, they should be taught Clothing and Home Experiences I there. The second sewing experience for those students should be either Clothing Accessories and Personal Development or Clothing and Home Experiences II.

Proper storage of pupil work is an important phase of class management. Habits of orderliness can be carried over as a valuable contribution to the home and family. An attractive, homelike room, and a homelike atmosphere are important aids in teaching application to family life.

Brief group discussion at the beginning of each activity period will include:

1. Establishing the aims of the lesson
2. Planning the progressive steps of the project
3. Management of time and energy
4. Application to family living
5. Concern for human relationships
6. Explanation and demonstration or planning for group demonstration of newer techniques, modern devices, ways to improvise equipment for home use, etc.
7. Problems solved and principles made clear
8. Vocabulary building
9. Review
10. Safe practices related to the lesson

CHECK LIST FOR EACH CLOTHING ACTIVITY PERIOD

1. Are all sewing machines open and ready for use?
2. Are several ironing boards set up?
3. Are the steam irons filled and ready to use?
4. Are sleeve boards, pressing mits, etc. readily available?
5. Are the small sewing tools easily accessible to the pupils?
6. Have the safety principles required for this lesson been discussed?
7. Have the students decided upon the most advantageous way in which to share sewing machines, etc. within their group?
8. Are the pupils practicing good housekeeping for good homemaking?
9. Is there a library corner which is kept up-to-date, attractive and inviting?

CLOTHING CONSTRUCTION

This allocation of construction techniques for the different terms of work is based upon the experiences of many teachers. In selecting projects, refer to this list to see that they have processes of the appropriate difficulty.

Clothing I

- Stay-stitching
- Darts, tucks
- Gathers, a group of pleats
- Seams
- Seam finishes - simple
- Facings
- Zipper insertion - slot seam method
- Skirt band
- Hem
- Machine-made buttonholes
- Sewing on buttons

Clothing II

- Seam finishes - additional
- Cutting and joining bias
- Bias bindings and facings
- Collar attachment
- Joining the skirt and bodice
- Zipper insertion - advanced
- Pocket in a seam
- Patch pocket
- Fastenings

Clothing III

- Setting in sleeves
- Bound buttonholes
- Interfacings
- Tailoring techniques
- Simple decorative details for garments
- Cordings, pipings

CLOTHING AND HOME EXPERIENCES I

CONTENT

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

I. Construction of simple cotton garments

1. Developing a concept of clothing appropriate for school

2. Choosing the pattern

The list below contains appropriate techniques for this term of work and should be used as a guide in selecting the pattern:

- Stay-stitching
- Darts, tucks
- Gathers, a group of pleats
- Seams
- Seam finishes
- Facings
- Zipper insertion
- Skirt band
- Hem
- Machine-made buttonholes
- Sewing on buttons

Garments suitable for this term of work are:

- Simple blouse
- Two or four-piece skirts
- Jumpers
- Boleros
- A one-piece dress

SUGGESTED ACTIVITIES AND PROCEDURES

> To achieve the goals of good and quick techniques and attractive, wearable garments in Clothing and Home Experiences I, it is desirable to confine the pattern used by the class to one type or to one pattern number which may have different developments of the style. Individuality can be expressed through choice of fabric; through color, texture, and design; and by the use of trimmings and accessories.
> The fabric used should not be one which will pose additional problems, such as plaids, etc.

Display and discuss figure-type charts for assistance in choosing the correct pattern size.

Discuss the suitability of the pattern to pupil's skill.

Show the class pictures of no more than five appropriate patterns. Have the class select from among them.

Discuss variations possible with the pattern chosen by the class in the construction details, in view used, in fabric and trimming selected, and through the use of accessories.

Have students, working in pairs, take body measurements needed for determination of pattern size. Teacher will check the measurements. Pupils should record their measurements in their notebooks for later reference.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of simple cotton garment (continued)	Discuss factors to be considered in selecting fabrics. Include a consideration of cost of fabric in relation to the child's share in the family clothing budget.
3. Choosing the fabric	Show swatches of fabric suitable to the pattern. Discuss their characteristics.
Fabrics suitable for this term of work are: Broadcloth Chambray Denim Gingham Indianhead Linene Percale Pique Etc.	Discuss the becomingness to individuals of color, design and texture. Role play shopping for fabric. Discuss the care of various fabrics.
4. Using the sewing machine; operation, care	In every activity period the sewing machines will be in use. Instruction on the sewing machine is given during the first lessons of the term. Machine practice can be carried on concurrently with other phases of the work, such as: testing and altering the pattern cutting out the garment construction of the minor hand-sewing project Divide the demonstration on the use of the sewing machine into about five different operations. Student practice will follow each demonstration of an operation. For suggestions see curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics". Discuss proper care of the sewing machine. Make up a check-list for routine care.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of simple cotton garments (continued) 4. Using the sewing machine; operation, care (continued)	Have students scan the sewing machine instruction booklet to note the kind of information contained. Investigate the cost of a sewing machine to develop understanding that this is an expensive piece of equipment to be cared for properly.
5. Using a pattern	Since instruction in the use of the sewing machine is given in the first lessons of the term, machine practice can be carried on concurrently with other phases of the work, such as: testing and altering the pattern placing the pattern on the fabric cutting out the garment Study the information on the pattern envelope and guide sheet. Check that individuals have purchased the recommended size. Select the view to be used and sort out the needed pattern pieces. Test and adjust the pattern for the individual. Study the guide sheet and have class set up a progress chart in relation to it. Teacher demonstrates placing the pattern on the fabric as shown on the guide sheet. Discuss ways of creating appropriate cutting surfaces in the home.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of simple cotton garments (continued) 6. Construction of the garment	Demonstrate pinning pattern to fabric, cutting, and transferring markings.
	Demonstrate construction techniques when they are needed.
	Guide students in following the steps in construction.
	Students evaluate their work as construction proceeds according to standards previously set up.
	Discuss tidiness while working and methods to be used at home to keep the home neat while sewing.
	Demonstrate the use of other means for marking a hem when a skirt-marker is not available in the home.
	For guidance in establishing classroom procedures necessary for teaching garment construction, consult curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics."
	Organize a class fashion show as a culminating and evaluative experience using the following questions as a guide: What are the outstanding excellencies which this garment exemplifies? What comments of a complimentary nature have family members or friends made? How would you improve your work if you were able to start over again? (And any other questions directed toward building respect for the work involved in producing acceptable garments.)

CLOTHING AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Safety at school and at home 1. Room management; routine and furniture arrangement 2. Safe practices in the use of sewing tools 3. Safe practices in the use of equipment	Have pupils formulate safety rules for the room. Students draw pictures for the bulletin board depicting safe practices in the room or at home. Demonstrate the safe use of equipment when it is first used. Review safe behavior and safe use of equipment at frequent intervals. School scheduled written examinations can include one question on safety. Give a written examination on safety and file the papers as suggested in the section on Safety. Plan room management and routines based on suggestions on CLASSROOM MANAGEMENT. Have students report changes they have made in home activities to increase safety.
III. The attractive girl 1. Good grooming 2. Social behavior	Have a class fashion show and utilize the motivation to interest girls in improved personal appearance. Prepare a bulletin board of aids to an attractive appearance. Have class select suitable slogan or motto. Discuss the factors which contribute to an attractive appearance. Practice good posture and proper walking to develop grace and poise.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. The attractive girl (continued)	Discuss historical and practical basis for customary social behavior. Role play specific situations. See the section, "The Attractive Girl", in curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics."
IV. Hand-sewing - A minor project for the home	The minor project will afford opportunity for review and practice of hand sewing. After the project is introduced it can be continued by students while the teacher's major attention is being given to pattern adjustment and cutting.
1. Developing the concept of making the home more attractive by the use of small accessories	Survey the home to see what decorative home accessory may be needed which can be made to improve sewing skill.
2. Use of basic hand-sewing stitches in the construction of a minor project	Use the opaque projector and show selected pictures to see how decorative accessories have been used in the home.
3. Creative use of simple embroidery stitches which may be used to enhance the project	Prepare a bulletin board display showing attractive projects which may be made.
4. Pretest for knowledge of basic hand-sewing stitches, etc.	Prepare a pre-test on the basic hand-sewing stitches to determine needed instruction.
	Consult sewing books and have students fill in a chart to show what hand-sewing stitches they already know, which ones they will need to learn for their project, and those they want to learn in addition.
	Plan and make a minor project for the home.
	Set up a show-case of completed student work with adequate show-cards giving credit to individual students.

CLOTHING AND HOME EXPERIENCES I

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Study of fiber and fabric 1. Overview of classification of fibers 2. Study of various fabrics made of cotton	Set up a chart for bulletin board or notebook on the sources of fibers. Display examples of cotton fabrics to show the versatality of cotton. Read about the production of cotton. Have pupils make a list of items found in their homes which are made of cotton. Identify various fabrics made of cotton.
VI. Assisting in the care and repair of clothing of family members 1. The girl's contribution to happiness in the home by caring for her own clothes 2. The girl's contribution to the home in assisting mother in the care of family's clothing 3. Establishing habits of regular daily care of clothing 4. Laundering personal items	List ways in which a girl can care for her own clothes and assist in the care of the family's clothing. Discuss care of garments under construction. Make an inspection of personal belongings to see what repairs, dry-cleaning and laundering are required. Make a schedule for the daily care of clothing. Pupils report on how they helped repair an item of clothing for a member of the family. Demonstrate and discuss methods of laundering various items of clothing learned at home, at camp, when traveling, etc.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VII. Looking ahead to careers in home economics	Discuss preparation for homemaking. Plan a visit to the library to see materials on careers for the home economist. Assign students to interview guidance personnel on career opportunities in home economics. Invite speakers from some of the career fields to tell of their training and background. Pupils discuss at home the career possibilities in home economics which they have learned in school. Report in class parental reaction to specific ones. Investigate high schools offering special courses leading to employment opportunities in fields related to home economics. Set up corridor bulletin boards and show-cases with current literature on career opportunities in the apparel and textile fields. Conduct a trip to a department store, factory, or pattern company to observe facets of employment. Contribute to the school career bulletin board materials on careers in home economics. Pupils investigate various home economics career possibilities and compile into a class scrap book. Plan and present an assembly program or contribute to the school assembly program on career opportunities. Set aside one special day as "career day." Write book reports on careers in home economics. Refer to radio and television commercials to identify careers stemming from a study of home economics. For information concerning key positions in the apparel industry, consult curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics."

CLOTHING AND HOME EXPERIENCES II

CONTENT

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

I. Construction of garments requiring more advanced techniques

The list below contains constructions appropriate to this term of work:

- Seam finishes
- Cutting and joining bias
- Bias bindings and facings
- Collar attachment
- Joining the skirt and bodice
- Zipper insertion
- Pocket in a seam
- Patch pocket
- Sewing on fastenings

Garments suitable for this term of work are:

- A two-piece dress
- A cotton or linen suit
- Blouse with set-in sleeves
- Fitted skirts
- Shorts or slacks
- A housecoat or robe

Fabrics suitable for this term of work are:

- Fabrics listed for Clothing and Home Experiences I, and in addition:
  - Corduroy
  - Cotton flannel
  - Cotton suiting
  - Linen
  - Synthetic suitings
  - Wool flannel
  - Other fabrics on approval of the teacher

SUGGESTED ACTIVITIES AND PROCEDURES

To achieve the goals of good technique and attractive, wearable garments, it is desirable to guide the pattern selection so that the construction processes included are not to difficult or too many in number for the ability of the students. Fabric selection should be guided so that the student will not be frustrated by problems beyond her skill.

Determine through pre-testing learnings to be reviewed.

Have the class set up a time schedule for the completion of the garments.

Teacher demonstrates short-cut methods of construction which students may use.

Select student committees to set up desirable standards of construction.

Students investigate new devices and products for home sewing. Set up a display. Have an evaluation of these.

Demonstrate testing a pattern by comparing individual measurements with pattern measurements. Make adjustments, and test the adjustments by pinning the pattern together and holding it to the body.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Construction of a minor project - A sewed accessory or a simple garment for a young child or a male member of the family	**The minor project will give opportunity for students to increase competence in the use of the sewing machine.** **After the project is introduced it can be continued while the teacher's major attention is being given to pattern adjustment and cutting.**
1. Clothing needs of younger members of the family	
2. Decorative use of sewing machine stitching: quilting, parallel rows, top-stitching, using contrasting thread	Read and discuss suitable standards for clothing for children. View a film of children's activities and discuss the suitability of the clothing worn.
3. Appliqued decorations	Make a simple garment or sewed accessory for a child.
4. Use of decorative tapes and bindings	Make a child's garment for the Red Cross.
5. Provision for orderliness through the use of kits, cases, holders, etc., as they contribute to efficient living	Decorate the child's garment or accessory with machine sewing or by use of decorative tapes or applique. Guide students in designing kits for various purposes.
6. Review and practice straight stitching in the construction of kits, cases, holders, etc.	Visit the industrial arts rooms to see tool storage facilities. Study men's work clothes and accessories to see provisions for tools.
7. Use of fastenings; ties and loops	Survey needs of male family members for project suggestions. Make a project for a male member of the family; such as a tie, chef's apron, tool kit, fishing-rod case.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Appearance and personality 1. Acquiring acceptable manners 2. How appearance affects personality	Discuss personality expression in manners and clothing. Set up a plan to improve or develop one desirable new habit. Read a magazine article or a pamphlet and write a report on the information found. Discuss how to use fashion to enhance the appearance. Promote a school-wide campaign to improve appearance -- a Glamour Week.
IV. Buying clothing wisely 1. Considerations in purchasing clothing: needs of family members, cost, care, storage, etc. 2. Wardrobe analysis and planning 3. Characteristics and care of fabrics of different fibers	Prepare a chart for wardrobe analysis and planning. Students study needs to fill in gaps in their own wardrobes. Role play to show considerations in purchasing clothing. Prepare a pictorial notebook showing appropriate use of fabrics. Pupils mount pictures of advertisements of dresses giving fabric and price and compare with the cost of the dress if made by them of similar material. Mount pictures of items which make a complete costume for a specific occasion and estimate its cost. Make a collection of tags and labels found on garments indicating care needed. Evaluate in terms of kind and amount of information given. For additional suggested procedures on planning a wardrobe, purchasing clothing and accessories, consult curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics."

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Caring for family's clothing	Display a picture of a well-groomed girl and discuss the factors involved in presenting this appearance.
1. Importance of well-cared for clothing	Discuss how care can prolong the life of clothing.
2. Storage facilities for clothing in the home	Discuss the factors which cause some clothing to be used little and discarded early.
	Visit a "closet shop" for ideas for setting up an orderly clothes closet.
3. Establishing routines for clothing care	Study magazines to glean ideas about closet arrangements.
	Arrange the closets in the room to demonstrate orderliness. Have students evaluate.
	Class members conduct a clothing clinic to discuss needed renovation and repair.
	Make a schedule for the weekly care of clothing.
	Prepare an exhibit of articles helpful in the care and storage of clothing.

CLOTHING AND HOME EXPERIENCES III

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of garments requiring advanced techniques and using fabrics more difficult to handle The list below contains constructions appropriate to this term of work: Setting in sleeves Bound buttonholes Interfacings Tailoring techniques Simple decorative details for garments Cordings, pipings	To achieve the goals of good techniques and attractive, wearable garments, it is desirable to guide the pattern selection so that the construction processes included are not too difficult or too many in number for the ability of the students. Fabric selection should be guided so that the student will not be frustrated by problems beyond her skill. Have students determine what review is necessary and suggest means for having the review. Display and discuss types of interfacings. Collect pictures of tailored garments showing decorative detail. Discuss the girl's responsibility for the care of the sewing and pressing equipment at home.
II. Buying clothing wisely (continued study) 1. Becoming a good shopper 2. Store advertising and sales 3. Continued study of topics in Clothing and Home Experiences I and II	Role play shopping for specific wardrobe or home needs. Study ads and discuss terminology used in them. Evaluate the ads from the standpoint of the appeal made and the information given.

CLOTHING AND HOME EXPERIENCES III

CONTENT

III. Caring for the family's clothing (continued study)

1. Giving new life to old clothes
2. Establishing routines of seasonal care
3. Packing clothing and care of clothing for travel
4. Care of clothing and personal belongings when away from home
5. Continued study of topics in Clothing and Home Experiences I and II

SUGGESTED ACTIVITIES AND PROCEDURES

Demonstrate refurbishing a garment by showing the class a worn or outmoded garment and how it can be made useful.

Demonstrate some clothing repair techniques.

Improve ready-made clothes by hand-finishing or by adding trim, etc.

Demonstrate and discuss ways of adjusting ready-to-wear garments to fit the individual.

Assist students in making minor repair on their clothing.

Schedule seasonal care of clothing.

Demonstrate the preparation of clothing for storage.

List clothing needed for a week-end visit. Assemble these and practice packing a suitcase.

Make a display of travel aids for clothing care and other personal accessories.

Discuss a girl's responsibility toward a hostess in caring for her personal belongings when a guest.

Show a younger sister how to sew on buttons, hooks and eyes, repair a rip in a seam, or mend a glove.

Discuss how care of clothing is influenced by its fiber content.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IV. Appearance and personality (continued study)	Discuss character traits in relation to appearance.
1. Understanding people	Discuss certain slogans commonly heard: You can't tell a book by its cover Clothes make the man Beauty is only skin deep Beauty is as beauty does
2. Conversational ability as a personal asset	Role play social conversation at a party.
3. Continued study of topics in Clothing and Home Experiences I and II	Discuss pleasantness vs grumpiness in public relationships.
	Discuss means of developing conversational ability.

CLOTHING AND HOME EXPERIENCES - ENRICHED

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of simple cotton garments (Refer to Clothing and Home Experiences I)	Refer to Clothing and Home Experiences I for Suggested Activities and Procedures. Make a collection of advertisements of sewing machines. Discuss the information given. Visit a sewing machine shop or a department store and report to the class on a pre-determined phase of investigation. Discuss. Discuss factors to be considered in purchasing a sewing machine. Interview parents on the advantages or disadvantages of various locations for the sewing machine in the home.
II. Safety at school and at home (Refer to Clothing and Home Experiences I)	
III. Appearance and personality (Refer to Clothing and Home Experiences I, II and III)	
IV. Hand-sewing - A minor project for the home, or an accessory for a member of the family (Refer to Clothing and Home Experiences I and II)	

CLOTHING AND HOME EXPERIENCES - ENRICHED

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Clothing needs of the family 1. Needs related to occupation, community, activities, climate, etc. 2. Clothing needs of different members of the family	Make a list of the factors which influence clothing needs of the family. Discuss from the standpoint of economic and social values. Discuss various ways of meeting the clothing needs of the family. Discuss how family needs may differ if the family moves from one section of the country to another. Discuss the psychological needs which are met by clothing.
VI. Looking ahead to careers in home economics	(Refer to Clothing and Home Experiences I)
VII. Research on related topics 1. Current events in home economics 2. Study of fibers and textiles - manufacture and production 3. Fashion in the news 4. Care of clothing 5. Clothing selection	Maintain a library of current home economics magazines. Consult the school library for research material. Set up a bulletin board of current news items about home economics. Plan a library research problem on the production and manufacture of different fibers. Take a field trip to a museum to see primitive fabrics. Interview people with occupations related to clothing. Report to class. Trace the origin and evolution of a fashion. Visit a dry-cleaning establishment and report back to the class. (Refer to Clothing and Home Experiences I and II for other suggestions.)

ACHIEVING THE OBJECTIVES OF HOME ECONOMICS
THROUGH TEACHING
CLOTHING ACCESSORIES AND PERSONAL DEVELOPMENT

Clothing and Home Experiences I is pre-requisite to Clothing Accessories and Personal Development in the sense that it is the more basic of the two courses. In the event that pupils who have not yet had Clothing and Home Experiences are programed to the Clothing Accessories and Personal Development room, they should be taught Clothing and Home Experiences I instead of Clothing Accessories and Personal Development. The second sewing experience for those students will be either Clothing Accessories and Personal Development or Clothing and Home Experiences II.

The decision as to the number of articles to be constructed in Clothing Accessories and Personal Development classes has been evolved from the experience of teachers. Most pupils can accomplish the volume of work outlined in this course while maintaining high standards by using efficient and quick sewing techniques. The course of study is not intended to limit teachers if they can accomplish more with their classes than is here outlined.

CLOTHING ACCESSORIES AND PERSONAL DEVELOPMENT

Proper storage of pupil work is an important phase of class management. Habits of orderliness can be carried over as a valuable contribution to the home and family. An attractive, homelike room, and a homelike atmosphere are important aids in teaching application to family life.

Brief group discussion at the beginning of each activity period will include:

1. Establishing the aims of the lesson
2. Planning the progressive steps of the project
3. Management of time and energy
4. Application to family living
5. Concern for human relationships
6. Explanation and demonstration or planning for group demonstration of newer techniques, modern devices, etc.
7. Problems solved and principles made clear
8. Vocabulary building
9. Review
10. Safe practices related to the lesson

During construction of the projects there will be opportunity to deal more fully with related learnings of:

fiber and fabric
family and group relationships
developing talents as a means of personality expression

CHECK LIST FOR EACH ACTIVITY PERIOD

1. Are all sewing machines open and ready for use?

2. Are ironing boards set up?

3. Are the steam irons and steamer filled and ready to use?

4. Is pressing equipment readily available?

5. Are the small sewing tools easily accessible to the pupils?

6. Have the safety principles required for this lesson been discussed?

7. Have the students decided upon the most advantageous way in which to share sewing machines, etc. within the group?

8. Are the pupils practicing good housekeeping for good homemaking?

9. Is there a library corner which is kept up-to-date, attractive and inviting?

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

I. Construction of personal accessories - Two hats and two or more sewed accessories

1. Improving personal appearance
2. Choosing appropriate style and fabric for hats and accessories
3. Using special tools and equipment for millinery and accessories; improvising equipment
4. Using the sewing machine; review
5. Using a pattern; commercial or pupil-developed
6. Constructing the articles
7. Evaluating the completed articles

The two hats to be constructed can be from among the following:

- Soft fabric hat
- Hat with sectional crown and stitched brim
- Hat with crinoline or buckram stiffening; covering a purchased frame
- Novelty head piece appropriately covered

The two or more sewed accessories may be any of the following or similar ones to develop hand and machine skills. A few suggestions are:

- Handbags, tote bags, etc.
- Embellishing a ready-made blouse or sweater
- Plastron, vest
- Belt
- Collar
- Cosmetic case
- Decorative headwear
- Etc.

Incorporate points 1-7 under CONTENT in the instruction for each project where appropriate to the project.

Discuss how changing accessories can produce a revitalized wardrobe.

Discuss color selection for accessories in relation to personal and wardrobe colorings.

Observe dress accessories seen in use by people on the street and in school. Make a chart for checking certain items seen as may be done by a manufacturer studying consumer trends.

Evaluate some clothing accessory item in terms of use, beauty, cost, length of expected service; time, labor and material needed for making it.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Construction of personal accessories - Two hats and two or more sewed accessories (continued)	Estimate the money value of the small accessories, such as scarves, belts, purses, etc., belonging to one person. Compile a list of personal accessories girls would like to have. Identify those which they can afford to buy and those which they can make at little cost. Collect and file for personal use, pictures of and directions for making attractive accessories. Prepare an exhibit of pictures or samples of both machine-made items and similar hand-made items. Have pupils mark them with approximate prices, and then tell their actual cost. Discuss the basis for the cost. Students examine their own clothing and accessories for fabric, fiber content, cleaning and care requirements. Consult curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics" for procedures related to selection of hats, tools and equipment and steps in construction of simple fabric hats.
II. Construction of knitted and crocheted garments or accessories 1. Selection of the project to be made 2. Selection and use of yarns, tools and equipment 3. History of knitting and crocheting	Each student will learn how to knit and crochet by making one small item. The following are suggested: Scarves Hats, caps Mittens Spiral or heelless socks Dog's coat Stole Edgings

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Construction of knitted and crocheted garments or accessories (continued)	For specific procedures that can be used in teaching the construction of knitted and crocheted accessories see the curriculum bulletin, HOME ECONOMICS, GRADES 7-8-9, CLOTHING AND HOUSEHOLD FABRICS.
4. Construction and evaluation of the project	
III. Grooming and personal development	Collect pictures of attractive teenagers for analysis and discussion.
1. Making a pleasing appearance	Review good health practices learned in school and practiced at home.
2. Building a pleasing personality	Discuss mental attitude as it affects appearance. Show masks to stimulate discussion.
3. Getting along with others	Examine posture and carriage of class members. Discuss improvement to be made.
4. Acquiring acceptable manners	Make posters to illustrate correct posture for different activities.
	Collect pictures of teenagers as shown in cartoons.
	List ideas of what makes a good first impression.
	Examine handbags being carried by class members. Develop a list of necessary articles agreed upon by the class. Clean and rearrange handbags.
	Make a diary and weekly schedule for grooming.
	Dramatize the responsive and unresponsive conversational partner.
	Draw up a list of conversational do's and don't's.
	Discuss the responsibilities of a friendship.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Grooming and personal development (continued)	Discuss some phrases relative to getting along with others: To have a friend is to be a friend A friend in need is a friend indeed Etc. Report on examples of fine friendships depicted in stories or experienced. List the important elements of the friendship. Role play situations requiring a knowledge of correct social usage. Keep a personal diary on improving one's manners at school or at home. Report improvement to class. For additional activities related to the study of the topic, "The Attractive Girl", consult curriculum bulletin, "Home Economics, Grades 7-8-9, Clothing and Household Fabrics."
IV. Selecting personal accessories	Collect pictures of hats and accessories from newspapers and magazines for a notebook.
1. Study of current styles of hats and other accessories in relation to the individual	Assemble a reference collection of pictures of various standard hat and accessory styles. Collect and report on articles about hat and accessory styles.
2. Study of cost of ready-made hats compared with making one's own	Discuss the appropriateness and desirability of using fabric scraps for accessories.

CLOTHING ACCESSORIES AND PERSONAL DEVELOPMENT

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
V. Standards of dress - The complete costume	Cooperate with clothing classes to accessorize class fashion shows at project completion.
1. Being well-dressed for different occasions	Using pictures, by means of the opaque projector analyze what constitutes being well-dressed.
2. Effect of accessorizing a basic dress for different occasions	
VI. Managing money for personal use	Keep a record of how a real or imaginary allowance is spent.
1. Planning for spending the personal allowance	Discuss choice-making for maximum satisfaction in spending the allowance.
2. Purchasing guidelines	Discuss children's allowances as part of the family financial plan.
3. Use of money in terms of family satisfactions	Invite a speaker to discuss a plan for teenagers who manage an allowance or a personal income.
	Refer students to printed aids that help the family to save money and to spend it wisely.
	Discuss ways in which children can earn money to contribute to the family income.
	Discuss the objectives of savings as they relate to family ideals and values.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VII. Gifts for the family	Pupils encircle on a calendar the dates that have significance for the pupil's own family. Pupils make an appropriate gift or surprise.
1. Accessories as an expression of the personality	Make a simple garment for a younger member of the family; such as, aprons, beach hat, beach cover-up, etc.
2. Graciousness in giving and receiving gifts	Demonstrate attractive wrappings. Use unusual as well as customary gift wrappings.
3. Satisfactions achieved in making gifts as compared with purchasing them	Role play gracious giving and receiving of gifts.
VIII. Research on related topics	Take a field trip to New York City's Millinery Center.
History of hats and accessories	Use school, local, borough libraries for special reports on hats and accessories.
Current hat and accessory styles	Study New York State as a manufacturing area for gloves, etc.
History of various accessories	Refer to social studies texts used in the school to note New York's role in the millinery trade.
Manufacture of shoes, gloves, leather, etc.	Write a report on the history and development of an accessory.
New York as a millinery center	

ACHIEVING THE OBJECTIVES OF HOME ECONOMICS THROUGH TEACHING CHILD CARE AND HOME CARE OF THE SICK

In teaching this course, the major portion of the time, approximately two-thirds, will be devoted to the area of child care, and one-third to the area of home care of the sick. Each main topic, indicated by Roman numerals under CONTENT, will be studied and those sections most pertinent and valuable to the class group will be explored further.

Through the study of the care and development of the young child in the family it is expected that the adolescent will gain in understanding problems in relation to her own development. In considering ways of helping the toddler develop desirable habits and attitudes, and in learning to assist in the care of an ill member of the family, the adolescent will be encouraged to evaluate her own habits and attitudes which promote physical health and good relationships with people.

CHILD CARE AND HOME CARE OF THE SICK

In each Child Care and Home Care of the Sick lesson:

1. Whenever possible, provide activity. This may be related to the lesson or be a part of an ongoing project.

2. Incorporate in the lesson:
    - application to family living
    - related safe practices
    - pertinent new words

3. Draw generalizations and solve problems relating to human relationships.

4. Relate the learning to adolescent development.

During the week in which child care is studied, students should be directed to observe children. These observations are of greatest value when focused on specific goals; for example, the child's selection of play materials, muscle control, suitability of clothing worn, relationships with other children, etc.

Children may be observed:

In nursery school
In kindergarten
On the playground
At home
On the street, in the bus, in stores, etc.

To supplement observations, films may be viewed and picture collections studied.

CHILD CARE AND HOME CARE OF THE SICK

CONTENT

The time allotment for the course is either two double periods per week for a term or one double period per week for a year.

I. Understanding young children

  1. Study of children; the nature and development of the pre-school child
  2. Basic needs of all children
  3. Making friends with children
  4. Winning cooperation of children
  5. Disciplining children
  6. Understanding children with problems

SUGGESTED ACTIVITIES AND PROCEDURES

Prepare a display of baby or early pictures of class members.

Study baby books of class members to compare records of development.

Prepare students for observing children - looking and listening.

Direct pupil-observation of children. Observations to be used as a basis for discussion to learn about children. Set up a form to be used in observations.

Observe and compare children of different age groups at play.

Pupils observe children at home, at a neighbor's, in nursery school, kindergarten and play grounds.

Pupils observe children with an adult and report on interaction.

Show a child's film to a group of children to observe reactions.

Survey popular magazines for articles on specific phases of child development. Make a chart or graph.

Plan a day's schedule for a child of a specific age.

Compile questions asked by small children and discuss ways of answering them.

Discuss ways of showing love to a child.

Make a gift for a child as a way of showing love.

Pupils play with a child for one hour, report on experience and repeat after an interval. Compare results.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Understanding young children (continued)	Build a relationship with a child through making a wall decoration for a child's room, toys, mobiles, feeding apron, or a simple garment. Role play and dramatize ways of handling situations requiring cooperation of children. Role play a child's reaction to discipline. Visit a nursery school or kindergarten to note techniques used in disciplining children. Set up a question box for discussion of behavior problems. Arrange buzz sessions on behavior problems. Pupils discuss ways of dealing with behavior problems; such as fibbing, kicking, spitting, etc.
II. Recognizing the teenager's influence on young children	Report evidences of how the toddler emulates a teenager.
1. Sharing responsibility in the care of young children a. responsibility of teenagers toward younger members of the family b. responsibility of the baby-sitter toward her charge c. responsibility of parents toward the baby-sitter	Consult librarian and make a list of books and stories in the area of relationships of teenagers and young children. Students read and report. Set up a schedule for one day in a week showing ways of helping a mother to care for a child. Cooperate in voluntary baby-sitting service in church, P. T. A. meeting, etc. Make a kit to use when entertaining a child. Formulate a check-list of information needed by the baby-sitter.
2. Helping children develop their greatest potential as individuals	Invite a mother to discuss what is wanted in a baby-sitter.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
II. Recognizing the teenager's influence on young children (continued) 3. Learning to use reliable sources of information about children	Report on household activities in which young children can engage, which aid in developing desirable attitudes toward home. Discuss the influence of family, companions, city, state and nation on the development of children. Prepare foods which a small child could help prepare as a learning experience for the child. Students bring to class popular magazines containing articles relating to children. Evaluate articles. Students send for publications related to children issued by government and private agencies. Use and evaluate. Collect and display samples of bulletins and pamphlets. Evaluate books concerning children available in the library.
III. Food needs and eating habits of children 1. Nutritive needs of children 2. Need for making mealtime pleasant 3. Establishing good attitudes toward food 4. Modifying the family's meals for the child	Plan, discuss and prepare simple meals for children. Show and discuss size of portions. Plan a simple family meal. Prepare portions suitable for a toddler. Demonstrate the preparation of a professionally recommended infant formula to learn sanitary and accurate procedures. Discuss storage of formula. Read and discuss principles of habit formation. Make a plan to help a child develop a specific desirable eating habit.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Food needs and eating habits of children (continued)	Set up a progress record or scoring device so that a young child can watch his growth in forming desirable eating habits.
	Study and report on possible causes of poor eating habits of children.
	Discuss the influence of advertising on establishing attitudes toward food.
	Plan and give a mother-toddler breakfast in class.
IV. Clothing needs and dressing habits	Formulate a questionnaire for a reporter to use to investigate children's clothing needs.
1. Clothing needs of children	Plan a scrap book or set up an exhibit of one or more of the following: history of children's clothes, play clothes, dress of children of foreign lands.
2. Children's attitudes toward clothes	Examine a layette to learn about clothing needs of infants.
3. Dressing toddlers	Discuss desirable attitudes toward clothing.
4. Encouraging children to dress themselves	Demonstrate bathing and dressing infants or toddlers.
5. Selecting clothing	Discuss helping children learn to dress themselves; when to help, how much to help.
6. Storage and care of clothing	Make a picture collection of appropriate clothing for children of various ages, for various activities, etc.
	Conduct a field trip to a store specializing in children's merchandise.
	Make simple garments for children; such as, aprons, beach hats, beach cover-up, etc.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IV. Clothing needs and dressing habits (continued)	Launder, make simple repairs on, and iron children's clothing. Collect pictures of clothes closets geared to the needs of small children.
V. Rest for children 1. Need for sleep and rest 2. Recognizing symptons of fatigue 3. Providing for sleep and rest 4. Getting a child ready for sleep and rest; dispelling fears 5. Establishing good sleep habits	Consult the family doctor, the school nurse, parents and/or textbooks concerning the value of sleep and rest. Make a bar graph showing the hours of rest and sleep needed at different ages. Observe a toddler around nap time or bed time to note changes in behavior due to fatigue. Report to class. Bring in pictures of children's bedroom furniture and evaluate for suitability. Demonstrate adapting adult furniture to children's needs. Make a diorama of a child's room. Act-out a good pre-bedtime procedure to establish an atmosphere for rest. Select suitable bedtime stories; practice telling them. Set up a score card for evaluating them.

CONTENT

VI. Play for children

1. Learning through play
2. Planning time and place for play
3. Directing children's play
4. Kinds of play: imaginative, manipulative, dramatic, etc.
5. Permissive play; restrictive play
6. Materials for play; making, purchasing, storing
7. Educational aspects of reading and telling stories, art, music, rhythm play, television, etc.

SUGGESTED ACTIVITIES AND PROCEDURES

> The children's party activity is a means of giving students practice in directing games, helping children with wraps, table silver, etc. It is also a good culminating activity toward which class discussion can be directed.

Play games with children.

View a TV program for children as a class. Draw up a score card and evaluate the program.

Evaluate TV programs and commercials, comic books, movies, camp experiences, family excursions.

Suggest music, recorded or otherwise, for children.

Listen to and evaluate records designed to stimulate imagination or to develop rhythm play.

Collect suitable books for children.

Plan and give a simple party for young children in school, complete with refreshments and games.

Write stories for young children.

Read or tell stories to children's groups.

Class practice telling stories.

Take children to a library story hour.

Conduct a class field trip to see the children's section of the local library.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
VII. The value of pets and natural surroundings	Students report to class on how they care for their pets and how pets contribute to their lives. Give examples of how the toddler can share in the care of the family pet and how the pet contributes to the life of the toddler. Read stories about children and animals, such as, BAMBI, BLACK BEAUTY, etc., and report on the relationships shown in the books between children and their pets. Describe a family picnic or outing and tell how it was of value to the different members of the family. Students care for the plants in the classroom and discuss how a toddler can be taught to enjoy plants and flowers.
VIII. Understanding one's self through learning about others	Write book reports on famous children in fiction, art, music, history, current events, etc.
1. Evidences of growth and maturity	Students evaluate change in their own behavior as a result of this course.
2. Indications of greater self-understanding	

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IX. Learning how to make the home safe and hygienic for children and other members of the family	Make safe living a part of every lesson by daily check-up, discussion and demonstration of the specific safe practices pertaining to the activity of the day. Give a written examination on safety and file all papers. Periodic written examinations can include a question on safety. how a film related to safety. Discuss hygienic food handling at home. Discuss home procedures to prevent the spread of infection. Show methods of handling home equipment in a safe manner. Discuss the storage and handling of poisonous materials in the home; such as, paints, cleaning fluids, medicines, etc. Formulate a list of responsibilities which will aid in making the home safe. Class prepare a check-list for home safety. Students make oral reports on assigned safety topics; for example, safety as a factor in decorating a child's room. Role play or use charades to illustrate safe practices. Investigate and compile data regarding community agencies and laws concerned with safety. Prepare a bulletin board of materials related to safety. Make posters on safety themes.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
IX. Learning how to make the home safe and hygienic for children and other members of the family (continued)	Analyze one's home for safety hazards for little folks. Discuss and plan how safety can be taught to children. Analyze the home for safety devices. Discuss the responsibilities of the members of the family to each other in the car. Make a list of "car surprises" to take when traveling with small children. Pupils make a "car surprise" for a younger member of the family. Discuss safety in the car; the value of safety belts, etc. For safe practices in the home and hygienic dishwashing procedures, see curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management."
X. Good health for the girl and her family 1. Criteria of health 2. Keeping the family well; preventive measures 3. Our bodies and the healing processes 4. Time of life that certain illnesses are likely to occur 5. Principles of mental hygiene	Formulate a set of health rules. Collect pictures of people and analyze for evidences of good health. Make a collection of health pamphlets and articles. Display on the bulletin board. Study the attendance records of class members to chart the loss of instructional time. Relate time lost due to illness to economics of the family and the nation. Discuss the need for measures of prevention; such as, vaccination, etc.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
X. Good health for the girl and her family (continued) 6. Superstitious beliefs as contrasted with scientific knowledge 7. Effect of health on family relationships	View a suitable film on the body's defenses against disease. Make a graph or chart of ages at which common illnesses occur. Maintain a bulletin board display of current news on health. Prepare a class scrap book of superstitions as contrasted with scientific knowledge. Pupils write book reports on "Health Heros."
XI. Illness and emergencies in the home 1. Recognizing when to call the doctor 2. Other sources of help in an emergency 3. Giving first-aid 4. Contents of the home medicine chest and the first-aid kit	Develop a check-list of symptoms of illness. Discuss ways of determining when a child should be kept home from school because of illness. Role play calling the doctor. Show ways of recording the doctor's instructions. Look up the telephone number of the Poison Control Center and discuss the reasons for the establishment of such a center. Demonstrate and practice simple first-aid techniques. Evaluate the contents of the classroom first-aid kit. Prepare a first-aid kit to take on an outing, or to keep in a car. Make a model of a home medicine chest.

CONTENT

XII. Helping when there is illness at home - Comfort and health skills

1. Characteristics desirable in the young person caring for the ill
2. The girl's responsibility when there is illness in the home
3. Adapting home facilities when there is illness in the home
4. Management of the time and energy of the person who is taking care of the patient
5. Precautions to prevent spread of illness in the home
6. Preparation and service of simple foods; modification of family menus to suit the patient's needs
7. What the doctor expects
8. Simple nursing procedures

SUGGESTED ACTIVITIES AND PROCEDURES

> Teacher demonstrations with student help will be followed by student practice on a rotating basis so that each student may have the opportunity to learn. For some activities the class may be divided into groups of observer-reporters and groups engaged in the activities.
>
> The teacher will recognize that the home economics room which is equipped for teaching CHILD CARE AND HOME CARE OF THE SICK is the one best suited to teach bedmaking. The bed in this room will exemplify the fresh, attractive appearance which will set a desirable standard. Student participation in laundering sheets will assist in establishing the desirability of hygienic and comfortable preparation of the bed. A good guide for the number of sheets needed is to have on hand six sheets per bed; two on the bed, two in the laundry and two in reserve.

List desirable personal attributes of the home nurse.

Dramatize good and poor nursing attributes and their effect on ill persons.

Interview a nurse on nursing careers and report to class.

Demonstrate and practice simplifying furnishings; setting the bedside table; arranging an easy chair for the patient; controlling light, ventilation and screens; cleaning the room; arranging a container of articles to provide diversion or entertainment; bedmaking; making and using various temporary devices for the patient's comfort.

CONTENT

XII. Helping when there is illness at home - Comfort and health skills (continued)

9. Contributions and adjustments of each family member when there is illness at home
10. Emotional and mental factors involved in caring for the sick
11. Recreation for a person with a special disability
12. Special problems: the permanently handicapped person, the aged person, etc.

SUGGESTED ACTIVITIES AND PROCEDURES

Pupil committees study the time expended in performing various chores; such as, bed-making, setting up a tray, giving medicines, etc.

Compare a normal daily schedule with one modified to allow for caring for a patient.

Plan, prepare and serve a simple meal for an ill person.

As a group project, make a combination apron and bed-protecting apron for a child.

Set up a record sheet for reporting to the doctor.

Teacher demonstrates: giving medicines; preparing hot and cold applications; preparing steam inhalations; use and care of thermometer, etc.

Discuss the effect of chronic illness on the personality of the ill person; on other family members.

Discuss the emotional effects of illness on: the father who must be away from work; the mother who is bed-ridden; the child who is out of school.

Dramatize recreational activities suitable in a specific instance; for example, someone with a bad cold, a child with a broken leg, etc.

Prepare a bulletin board showing rules of behavior when visiting the sick.

Identify ways of expressing "Tender Loving Care."

Prepare surprises for an invalid's tray.

Write a note to an ill person.

Write a scroll-type letter to a classmate or teacher who is ill.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
XII. Helping when there is illness at home - Comfort and health skills (continued)	Demonstrate quiet games for an ill person. Make a scrap book of cartoons for an ill child or classmate. For foods for the convalescent and special diet lists, consult curriculum bulletin, "Home Economics, Grades 7-8-9, Food Preparation and Household Management."
XIII. Community health services 1. Sources of help 2. Government regulations to safe-guard health: concerning food handling, restaurants, public places, advertisements, etc. 3. Vocational opportunities in health services	Investigate local sources of health information and programs for improving health; for example, youth clubs, service clubs, newspapers, etc. Make a list that is readily available. List agencies offering assistance with the following: T. B., polio, scarlet fever, dental problems, mental illness, etc. Prepare a bulletin board showing health services of the community; for example, ambulance service, doctors, dentists. Conduct a field trip to a community health-protecting agency. Survey for health resources a ten-block area of the community. Dramatize "What's My Line" in reference to health. Investigate ways in which our local government protects our health. Evaluate food-handling services in restaurants, supermarkets, and other observable places. Invite the cafeteria manager to speak to the class concerning health and sanitary measures practiced.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
XIII. Community health services (continued)	Evaluate current advertising from the standpoint of health information.
	Invite a resource person from the health field to talk to the class.
	Compile information concerning careers related to health.

ACHIEVING THE OBJECTIVES OF HOME ECONOMICS
THROUGH TEACHING
HOME ACCESSORIES

In teaching Home Accessories the major portion of the time will be devoted to activities. Topics in related learnings included in this course of study under CONTENT will be developed during the construction of the projects as well as through additional discussions and activities.

The room in which Home Accessories is taught should be attractive and permit the students to work in an atmosphere of relaxation and enjoyment so that they may appreciate the value of rewarding leisure-time activities and continue to engage in them at home.

Experienced teachers have found that four or more projects can be completed in a term. Each of the four major projects will involve the learning and application of new and different techniques. Variety in the projects will stimulate new interests and arouse a desire to be creative in using one's abilities.

In schools in which Clothing Accessories and Personal Development or Child Care and Home Care of the Sick are not taught as separate courses content from these may be included in the Home Accessories course.

HOME ACCESSORIES

Selection of each project to be made will follow a study and discussion of:

- Home and personal needs
- Current trends in home furnishings
- Materials to be used
- Resources investigated; museums, stores, publications, homes
- Hand crafted items compared with commercial ones
- Provision for creative expression and individual taste
- Skills needed

Brief group discussion at the beginning of each activity will include:

1. Establishing the aims of the lesson
2. Planning the progressive steps of the project
3. Management of time and energy
4. Application to family living
5. Concern for human relationships
6. Explanation and demonstration or planning for group demonstration of newer techniques, modern devices, etc.
7. Problems solved and principles made clear
8. Vocabulary building
9. Review
10. Safe practices related to the lesson

CHECK LIST FOR HOME ACCESSORIES ACTIVITY PERIOD

1. Have orderly routines been established for entering and leaving the room, distributing student work, sharing school equipment, and using school supplies?

2. Is needed large equipment ready for use, and is small equipment easily accessible to the students?

3. Are the teacher's illustrative materials, demonstration equipment, etc. assembled in an organized manner?

4. Does the room exemplify homelike surroundings in which leisure-time activities can be happily pursued? Does it show regard for order, beauty, comfort? Are the displays related to the work being done, and are they planned to carry student interest beyond the present projects?

5. Are teacher demonstrations of basic skills followed by pupil practice on a useful article?

HOME ACCESSORIES

CONTENT

I. Sharing in decorating the home; sewing small articles

   1. Study of home accessories used for utility and decoration

   2. Construction of small articles for the home

   3. Using the sewing machine

SUGGESTED ACTIVITIES AND PROCEDURES

During construction of the project there will be opportunity to deal more fully with related learnings of:

- fiber and fabric
- principles of home decoration
- provision for happiness and comfort in the home
- personal expression through developing attractive and useful items

Divide the demonstration on the use of the sewing machine into about five different operations. Student practice will follow each demonstration of an operation. (See "Home Economics, Grades 7-8-9, Clothing and Household Fabrics" for suggestions.)

Suggested student projects may include:

- closet accessories
- pillows
- table scarves, place mats
- lingerie cases
- other

Pupils bring in pictures, articles, or leaflets which illustrate various phases of interior decoration to be filed in the library corner or in student's notebooks and used to plan improvements in the home.

Discuss ways that hand-crafted items can beautify the home and give it warmth and friendliness.

Report to class on leisure-time needle-arts practiced by members of the family which aid in beautifying the home.

Compare hand-made and ready-made items with regard to quality, beauty, satisfaction and cost.

Report on factors determining what to buy or make for bathroom, bedroom or living room.

HOME ACCESSORIES

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
I. Sharing in decorating the home; sewing small articles (continued)	Report on accessories found in the home kitchen or other rooms.
	Consider how to accessorize a bedroom; plan color scheme, accessories to be used and their placement for the best decorative effect.
	Pupil committees investigate and report to class on such topics as: The origin of the term "household linens" Heirlooms of tomorrow Handwork of foreign lands History of an embroidery stitch
	Compare the use of decorative accessories and decorative stitches in the homes of today with those of fifty years ago.
	Visit department stores to see rooms set up and to note accessories used.
	Visit a museum to view examples of needlework and home accessories.
	Discuss proper care of the sewing machine. Make up a check list for routine care.
	Students scan the sewing machine instruction booklet to see the information found there.

HOME ACCESSORIES

CONTENT

II. Making gifts of fiber and fabric

1. Home accessories
2. Toys and novelties

SUGGESTED ACTIVITIES AND PROCEDURES

During the construction of the projects there will be opportunity to deal more fully with related learnings of:

- fiber and fabric
- graciousness in giving and receiving gifts
- gift wrapping
- family events commonly celebrated
- traditions in gift-giving in other countries
- economic considerations

Suggested student projects may include:

a. Ornaments, book covers, party favors, etc. made of felt, Turkish toweling, burlap or other fabric.
b. Applique can be used to enhance curtains, table linens, etc.
c. Stuffed toys which are three-dimensional may be made so that they will stand or sit.
Felt novelties. Toys and novelties will be made by using a pattern so that students will learn how to use one and how to follow a direction sheet.

Study fashion magazines, teenage publications and newspaper advertisements for new ideas for toys and novelties.

Study pattern books to select patterns for felt toys and novelties.

Visit department stores and needlework shops to find new ideas for toys and novelties, to compare prices, and to develop an appreciation of the beauty and value of handcrafted items.

Make toys, novelties, utility items.

CONTENT	SUGGESTED ACTIVITIES AND PROCEDURES
III. Safety at home and at school 1. Safety in the classroom 2. Safety in handling equipment 3. Safety at home	**Make safe living a part of every lesson by daily check-up, discussion and demonstration of the specific safe practices pertaining to the activity of the day.** **Give a written examination on safety and file all papers.** **Periodic written examinations may include a question on safety.** Students formulate safety rules for the room. Demonstrate safe and correct use of equipment. Demonstrate and practice safe arrangement of furniture and equipment. Arrange a bulletin board on safety planned by a committee of students. Assign homework to include one or more of the following: Plan and make wall charts illustrating phases of safety Collect pictures for display in class or mount in notebooks Check and report on home safety practices and the elimination of hazards

CONTENT

IV. Fiber and fabric

1. Study of fibers; source, processing, use, properties
2. Weaving; the loom, types of weaves
3. Knitting and Crocheting

SUGGESTED ACTIVITIES AND PROCEDURES

The study of fibers and fabrics should be concomitant with the techniques being taught and projects being constructed.

Suggested Student Projects made by weaving, knitting or crocheting, may include:

potholders	**guest towels**
place mats	**appliance covers**
table scarves	**afghan squares**
pillows	**edgings**
closet accessories	

Each student will learn how to knit and crochet by making one small item, for example, knitted or crocheted squares to be joined to make an afghan for a charitable organization.

Make small pieces of various weaves to learn how to identify them.

Demonstrate Egyptian card weaving by use of macramé. Small articles can be made.

One square on a weave-it loom can be made by each student so that she may learn how to use it. The class squares can be joined together for an afghan for a hospital.

Students practice weaving on a small loom set up in advance by the teacher.

View films showing weaving and finishing processes.

Prepare simple reports on fibers and the processes through which various fibers pass; spinning, weaving, finishing.

Have students prepare a large display chart which will include vocabulary and abbreviations of crocheting and knitting.

Have class committee prepare a bulletin board on "Knitting."

PART III.

SUGGESTIONS FOR TEACHING HOME ECONOMICS

THE ESSENTIALS OF PLANNING

PLANNING AHEAD

All education requires planning on the part of the teacher, but the subject matter of home economics which integrates learnings from many areas with the expectation of establishing desirable patterns of family living demands particularly careful thinking through in order to accomplish its aims. Materials, equipment and social mores are ever-changing and the plans made must reflect these changes.

When planning the content and sequence of lessons, it is necessary for the teacher to establish her goals and form definite ideas of how to achieve them. The energy and time so expended will result in superior teaching and in the reward of seeing growth in the pupils.

Planning ahead for lesson continuity, suitability and the inclusion of the content of the course will leave the teacher free to emphasize the important intangibles of good human relationships and to develop an appreciation of the many values embodied in home economics education.

Adequate planning involves preparing term plans, unit plans, weekly schedules of lessons, and daily lesson plans.

DIRECTIONS FOR MAKING A TERM PLAN

USING A CALENDAR CHART

1. Fill in the heading with the appropriate data.

2. Make an individual plan for each class group. The teacher who meets five different class groups will make five term plans.

3. Enter special events, such as holidays, testing days, etc. in the calendar. Circle the dates the class will meet.

4. Refer to the course of study and select basic topics or activities for the number of sessions the class will meet. Check to see that provision has been made for the related work outlined in the course of study. Put the related topics also in the term calendar. (See three-week example)

5. As the work for each week progresses, the teacher will insert appropriate remarks. For example: "Firedrill - lesson not completed." "Time left for short vocabulary drill." "Worked out well."

6. At the end of each term the teacher should file the term calendar chart to be used as a guide for future planning.

7. Term plan check list:
    - Is the work planned in a logical manner?
    - Are the lessons based on prior learnings?
    - Has the content been adapted to the specific class and the needs of the community?
    - Are the lessons in keeping with the seasons of the year?
    - Are a variety of teaching methods included?
    - Do the plans have sufficient flexibility so that students may participate in planning?

THREE WEEK EXAMPLE OF DETAILED TERM PLAN

FOR FOODS AND HOME EXPERIENCES I

Friday
September 14

1. Launch the unit problem, "HOW CAN HOME ECONOMICS HELP ME BECOME A BETTER FAMILY MEMBER?"
2. Class orientation
3. Basic routines of orderliness, leaving the room, etc.
4. Proper dress for the foods class
5. Pre-test

Wednesday
September 19

1. Review routines
2. Tour the room and home living center; explain the regular necessary tasks
3. Selected students prepare and serve a simple snack to class: peanut butter on crackers, fruit juice
4. Dishwashing procedures

Friday
September 21

1. Check student preparedness
2. Family groupings
3. Management of time and energy - time and work schedules
4. Simple luncheon - its nutritive value and service
   Cream cheese, celery and nut sandwich, whole wheat bread and chocolate milk
5. Establish routines of checking unit kitchens and other areas

Wednesday
September 26

1. Social behavior at buffet service
2. Management details for buffet service worked out with class
3. Salad sandwich, finger vegetables, fruit punch

Friday
September 28

* 1. Cleanliness and order as they contribute to happy homes
2. Principles in the use and care of the vacuum cleaner
3. Set up a chart for the care of the room
4. Pupils plan "Help At Home Days"

Wednesday
October 3

1. Principles in the use and care of the gas range
2. Care of aluminum utensils
3. Criteria for selecting fresh fruits; their storage
4. Cottage cheese salad with fresh fruit, crackers, cooked packaged pudding
5. Pupils begin planning for the culmination of the unit problem

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* Since the home living center is usually shared by two teachers, it is necessary for them to plan together for its use.

THREE WEEK EXAMPLE OF DETAILED TERM PLAN

FOR CLOTHING AND HOME EXPERIENCES I

Friday September 14	1. Launch the unit problem, "HOW CAN HOME ECONOMICS HELP ME BECOME A BETTER FAMILY MEMBER?" 2. Class orientation 3. Basic routines for orderliness, entering and leaving the room, gaining the teacher's attention, etc. 4. Requirements in terms of supplies and equipment to be provided by the pupil 5. Pre-test for knowledge of clothing selection and use of fabrics
Wednesday September 19	1. Review routines 2. Develop a concept of clothing appropriate for school 3. Select the pattern for the major project 4. Take measurements and determine correct size pattern needed by each girl 5. Begin instruction on the use of the sewing machine
Friday September 21	1. Study of suitable fabrics for the major project 2. Determine correct yardage needed 3. Role play shopping for fabric 4. Pupils fill in information of things needed on a duplicated letter to be taken home to parents 5. Instruction and practice on the use of the sewing machine
Wednesday September 26	1. Check preparedness. Storage of things brought 2. Develop the concept of making the home more attractive by the use of small accessories. Show examples of possible projects 3. Pre-test for knowledge of the basic hand-sewing stitches 4. Continued instruction and practice on the use of the sewing machine
Friday September 28	1. Check preparedness; all materials should be in 2. Develop a concept of cleanliness and order as they contribut to happy homes; set up a chart for room responsibilities 3. Decide upon and begin the minor hand-sewing project 4. Continue machine practice
Wednesday October 3	1. Further check on preparedness 2. Brief summary related to the unit problem of ways in which this course is helping them become better family members 3. Pattern study 4. Divide class for the following activities: altering patterns, practicing machine stitching, making minor project

FORMAT OF A PLAN BOOK

Most teachers set up a loose-leaf notebook with sections for:

1. Term plans
2. Unit plans
3. Weekly schedules of lessons with all classes shown
4. Detailed daily lesson plans

The term plan will be worked out during the first weeks of the term. The weekly plan is usually made up the preceding week and presents an over-all picture from which the teacher can assemble the illustrative materials and the necessary supplies and equipment.

The teacher may wish to organize her lessons in terms of units to contribute to cohesiveness in learning.

The daily lesson plan may take many forms, though it will contain certain basic elements. It will be the result of thinking through the content to be taught, selecting the methods to be used to present it, foreseeing some of the problems which may arise, and making it one link in a chain of learnings.

The pattern for a lesson plan here included is successfully used by many teachers.

ELEMENTS OF A LESSON PLAN

1. Topic
   A phrase to identify the lesson in the mind of the teacher.

2. Motivation
   A device to interest the students in the lesson to come so that they will know the aim of the lesson.

3. Aim
   A statement of what the outcomes of the lesson are to be.

4. Development
   An outline incorporating some or all of the following:
   - Content to be covered
   - Teaching methods to be used
   - Pupil activities
   - Key questions
   - Time and work schedules
   - Related learnings
   - Teaching aids

5. Summary or evaluation
   A check on whether the lesson aims have been accomplished. It may follow a demonstration, presentation or discussion, or be the conclusion of a lesson.

6. A look ahead
   An explanation of how the lesson will lead into the next one; how to make home application; a home assignment in preparation for the next lesson, etc.

7

CLASSROOM MANAGEMENT

The teacher will be freed for the more creative aspects of her work if classroom management is carried out efficiently and automatically. To help her accomplish this, some basic management procedures are included here.

GENERAL SUGGESTIONS FOR ALL TEACHERS

The Room

Well ventilated and illuminated. Window shades evenly arranged.
Movable equipment and furniture arranged in an orderly and safe manner.
A place provided for the storage of pupils' books.
Room decorations arranged attractively and kept up-to-date.
Plants cared for and attractively potted.
Blackboards ready for use by each class.
Illustrative materials organized and stored for maximum usefulness.

Routines

Establish routines for:
- Entering and leaving the room
- Seating pupils
- Taking attendance
- Conducting emergency drills
- Moving to and from various areas of the room; for example, the demonstration area, storage closets, special equipment, etc.

Develop student leadership by assigning students monitorial and routine responsibilities.

The Teacher

Organizes her desk to express efficient work habits.
Pre-plans for classes: term plans and daily lesson plans.
Prepares supplies, teaching aids and special equipment for each lesson.
Exemplifies good taste in dress, grooming, voice and manner.
Administers efficiently the business affairs of the department: bills, supplies, inventories, safety reports, etc.

SUGGESTIONS FOR TEACHERS OF HOME ECONOMICS

FOODS AND HOME EXPERIENCES

Organizing for Classwork

Discuss dress appropriate for the foods class. Distribute copies of a letter to take home describing the student's preparation for foods lessons. (See page 129) Discuss the penalty for being unprepared for class. Have available several aprons to be loaned to unprepared pupils. Establish efficient routines for daily checking of preparedness.

Organize the class into family groups.

Establish the time and place for hand-washing for each family.

List the necessary housekeeping duties in the kitchen and in the home living center and make a plan for rotating these responsibilities. Routine care of the home living center will be performed by a group consisting of one girl from each of the six families. The assignments will be rotated so all girls will have the opportunity to learn these skills.

Routine care of the home living center by this group will include:
- Dusting of all surfaces
- Arranging accessories and caring for plants
- Caring for towels from all kitchens
- Checking the condition of the bathroom, etc.

Establish standards of conduct for the time when the activities are in progress.

Assign student leaders to assume responsibility for:
- Checking pupil preparation
- Serving as class hostess
- Putting up bulletin board displays
- Setting up family supply trays for the next class
- Caring for the refrigerator
- Making notations of the housekeeping duties accomplished

Suggested Letter Form for Students in Home Economics Foods and Home Experiences

____
Date

Dear Parent:

Your daughter ________________________________ is in my Home Economics - Foods and Home Experiences class. So that she may work safely and efficiently she will need the following:

A washable cover-all apron
Two pot-holders
A net or a ribbon to hold her hair in place

She will be expected to bring these to school each day that she comes to this class, which meets on ________________________. These items should be laundered frequently and kept only for school use.

I hope you will find that your daughter takes an increased interest in homemaking activities as the year progresses, and that she will have the opportunity to put into practice at home many of the things studied in class.

Yours sincerely,

____
Home Economics Teacher

APPROVED:

____
Principal

SUGGESTIONS FOR TEACHERS OF HOME ECONOMICS

CLOTHING AND HOME EXPERIENCES

Organizing for Classwork

Provide for storage of pupil work. Students will keep their work in school until it is finished. The teacher or pupils will provide appropriate boxes. Boxes listed in the "G-1" supply book may be ordered from the annual allotment.

Store student work in a locked closet. Students will then feel at ease about leaving it at school.

Arrange for the use of small equipment, such as shears, measuring tapes, bobbins, etc. One of the following methods may be found convenient:

- Assemble sets for students to share. Student group leaders can check these at the end of the period.
- Sets of equipment may be numbered and available in a central location. Students are then assigned numbers to use.
- Issue equipment on a loan basis for the term if there is a sufficient quantity. Book cards may be used for loan records. Number the equipment for ease in checking.

Provide safe and convenient storage for equipment that is available for student use; for example, head blocks used for millinery should be on a low shelf; irons may be placed on a piece of metal on a shelf.

Assign reliable students to open the sewing machines at the beginning of the day and to check and close them at the end of the day. This will reduce the need for minor repairs and replacements of cords, plugs, slide plates, etc.

Number the sewing machines and assign student groups to them according to their permanent seats in the room. This will simplify for the teacher the routing of movement around the room and help her to supervise work at the sewing machines.

Assign student partnerships or groups to share equipment and space, and to assist each other in various phases of the work.

Direct students to remain at their assigned places. The teacher goes to the students to help them.

Teacher Preparation

Calendar the approximate time to be devoted to projects and space the demonstration lessons needed.

Order supplies from the "G-1" list. Small items may be issued or loaned to students. Demonstration and illustrative materials may be ordered. A small amount of cloth may be given to students for minor projects. Some cloth may be used for emergency situations with the approval of the principal.

Secure yearly servicing of the sewing machines. Channel machine repair requests according to current instructions.

Prepare student progress charts to help students see where they stand in relation to what they must accomplish and to help the teacher direct her teaching.

Suggested Letter Form for Students in Home Economics
Clothing and Home Experiences

This letter may be sent to the parent as soon as the information can be filled in by the pupil. If the parent cannot afford to supply the materials listed, the matter may be taken up with the guidance counselor or the assistant principal to verify the need to have the school supply fabric. It may then be unobtrusively supplied by the Home Economics teacher.

____
Date

Dear Parent:

Your daughter ____________________________ has been assigned to the Home Economics - Clothing and Home Experiences class for the term. She will be required to make a ______________________.

The school furnishes needles, pins, scissors, and similar materials, but each girl is expected to bring her own pattern, fabric, matching thread and notions. The exact requirements are written below.

We realize that situations sometimes arise which make the purchase of fabric and pattern a hardship. If this is the case, please let us know by letter and we shall try to make arrangements for her to have what is needed.

APPROVED:

Sincerely yours,

____
Principal

____
Home Economics Teacher

Pattern ________________________ Size ____________________ Price ______________________

Fabric ________________________ yards - No plaids or stripes may be used

Matching zipper ______________________ type _____________________ inches

Matching thread _________________ spools

Seam binding __________________ Buttons ________________________

* Date needed ____

Tear off and return to teacher

- -

I have read the letter listing the materials needed by my daughter for her Home Economics - Clothing and Home Experiences class and I will cooperate with the school.

____
Parent's Signature

* Allow no more than two weeks

AIDS FOR EFFECTIVE TEACHING

Teaching aids can be used in different parts of the lesson; for example, a picture can be used to motivate or to help evaluate a finished product. Many of these may become part of the room decoration. Some of these are:

- bulletin board
- chalkboard
- charts
- dioramas
- films
- filmstrips
- flannel board
- mobiles
- models
- opaque projector
- overhead projector
- pictures
- process charts
- radio programs
- recordings
- slides
- tape recorder
- tapes
- television

PROGRESS CHARTS

Progress charts are a means of recording pupils' achievements. Students are given an opportunity to analyze their own progress and compare their rate of achievement with that of others. These progress charts can take various forms:

1. Lists of processes that can be checked by each student as they are completed.
2. Game devices; such as, hurdles to be jumped by something representing the individual, or obstacle courses to be surmounted in order to reach the goal of success. Each obstacle or hurdle may represent a step towards the completion of the project.

STUDENT PREPARED BULLETIN BOARDS

Bulletin boards help to fix ideas by the combination of words, pictures and objects. Materials pertinent to the lesson may be placed in a strategic position for pupil examination. The bulletin board reflects the influence of the teacher upon the pupils' creative abilities. Students may test their ideas and experiment with a variety of materials. An incidental value in the preparation of a bulletin board is the cooperative spirit developed among all concerned.

The following is only a partial list of criteria to be used by students when evaluating a bulletin board:

1. Does it enhance the appearance of the room? Is color effectively employed?
2. Are the items displayed carefully arranged with a thought to eye appeal?
3. Is the material interesting and worth-while? Does it attract attention?
4. Does it reflect the work of the class and the goals of the school?

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PROCESS CHART AND MODELS

A process chart is the step-by-step layout of a full construction process. For example, in the preparation of a dart the following models would be made and mounted:

1. Marking the dart
2. Pinning the dart
3. Stitching the dart
4. Pressing the dart

Models can be made in miniature, full or large size. Students can use these for comparison with their own projects.

Demonstrations of a particular process, such as attaching a waistband, are enhanced by the use of models. These help to summarize what has been learned and aid in calling attention to the process involved.

A collection of demonstration models will serve as a resource file of interesting ideas.

THE OVERHEAD PROJECTOR

This device can be used under normal lighting conditions; it does not require a darkened room. Projection can be on a wall or a screen. The machine is easy to operate and is portable. It enables the teacher to face the class during presentations.

Light is projected through transparencies made of acetate film which is obtainable in rolls or sheets in sizes for use in the projector. The transparencies may be prepared ahead of time or they may be used in class as is a chalk board. Writing on the film is done with a china-marking pencil or a grease pencil. The marking can be easily erased so that the film may be reused many times.

DIORAMA

A diorama is a three-dimensional representation of various real materials, such as models, pictures and specimens. It is always done in miniature scale. This medium serves to heighten visual appeal, giving reality to subjects. Some examples of successful use of this device are room models made when studying home furnishings. Students portray principles of art in class.

This device may be used as a home assignment to summarize the learnings involved.

PROGRESSION OF LEARNINGS IN FOODS AND HOME EXPERIENCES

This chart reveals the planned progression of learnings in the several topics in the outlined courses. Students progressing from one term in the subject to the next will have differentiated work.

I	II	III
Nutrition	Nutrition	Nutrition
Food needs of the body Guides to good nutrition Calories as a measure of heat and energy Nutritive needs as met by the day's foods Formation of desirable food habits	How the body utilizes food Daily food intake in relation to needs, energy, nutrients Further study of guides to good nutrition Planning meals to meet the varied needs of the family group	Historic development of the science of nutrition Comparison of nutrients in different foods Clues to nutritional values on labels Evaluation of nutritive value of foods commonly used for special occasions Government agencies that safe-guard food and disseminate information Mealtime customs in other lands Comparison of American and foreign meals Nutritional strengths and shortcomings of food patterns of other lands Preparation of meals using foreign dishes
Preparation of simple meals emphasizing the nutritional needs of the growing girl	Preparation of family meals	Preparation of meals for special occasions

FOODS AND HOME EXPERIENCES

I	II	III
Assisting in the purchase of the family's food	Managing money for home and personal use	Planning for spending the family income
Information provided on labels Criteria for selecting eggs, fresh fruits, meats, etc. Considerations in buying foods; fresh, preserved foods, "convenience foods", other The courteous shopper	Planning for spending The personal allowance Purchasing foods Evaluating bargains Value of money in terms of labor and satisfaction Consideration of family values and ideals	Income vs outgo and savings Methods of buying and paying Long-range planning for purchases as the family grows The family council for planning expenditures
Managing time and energy in home activities		
The need for analysis and decision-making in managing home activities The value of efficient work habits and scheduling of time Routine care of the home living center of the home economics room Proper storage of food and equipment		

FOODS AND HOME EXPERIENCES

I	II	III
Use and care of household equipment and furnishings	Sharing in the care of the home	Housing the family
Cleanliness and order as they contribute to happy homes Principles in the use and care of kitchen appliances Maintenance of attractive appearance of furnishings Dishwashing procedures Laundering and storage of dish cloths, towels, etc.	Work plans for daily and periodic care of the home Storage facilities for household linens and seldom used items Laundering processes and reagents Principles involved in the use and care of mechanical equipment in the home Care of surfaces; wood, tile, stainless steel, enamel, formica, etc.	Space requirements Floor plans in houses and apartments Owning vs renting Choosing a location for the home
Safety at school and at home	Furnishing the home attractively	
Developing safety attitudes and habits in school Applying at home learnings of safe practices	Furniture arrangement Accessories and art objects to beautify the home Flower arrangements, care of plants Evaluation of the construction of furnishings Personality expression in home furnishings Convenience, practicality and beauty in furnishings Color, line and other art principles related to furnishings	

FOODS AND HOME EXPERIENCES

I	II	III
Social acceptability within the home	Hospitality - Social graces	Friendships between boys and girls
Correct table setting and service Table manners and table conversation Roles of members of the family when guests come into the home Roles of guests Informal invitations: telephone and personal	Extending and responding to invitations Accepting hospitality Thank-you notes The over-night guest Correct table setting and service Introductions Telephone manners Being a good neighbor	Invitations and acceptances Entertaining at home Telephone manners; social manners Behavior at social functions
Getting along in the family	Getting along with others	Living happily with family and friends
Recognizing the need of each child in the family to contribute to the work and happiness of the home Appreciating the contributions, obligations and rights of each family member Recognizing that sisters and brothers learn from each other Appreciating the family's influence in developing individual competence in adjusting to society	Good manners in school The school administration and its relation to the individual students Behavior in public places Cooperation in relation to community services and school equipment Being a good friend The need for competence in human relationships in a multicultural society	The family constellation Family customs and how they originated Good human relationships in a shrinking world

FOODS AND HOME EXPERIENCES

I	II	III
Using leisure time - Personal recreation	Using leisure time - Family recreation	
Leisure time as it affects health, family relationships and friendships The home as a center of leisure Community resources for leisure time Recreational activities with others Developing hobbies Developing talents Avocation into vocation	Music, books, games, TV, radio, etc. in the home Activities in which all of the family can join The home workshop Outdoor activities: gardening, picnics, sports Sources of information for recreation for enrichment and broadening interests	
Good health and good looks	Good grooming	
Further study of how minerals and vitamins affect health and appearance Relationship of diet to complexion, hair-condition, teeth, vitality What constitutes good looks Body care as it contributes to good looks	Graceful posture and carriage Attractive hair-styling, make-up, hands	
Looking ahead to careers in home economics		

PROGRESSION OF LEARNINGS IN CLOTHING AND HOME EXPERIENCES

I	II	III
Construction of simple cotton garments Choosing the pattern Choosing the fabric Using the sewing machine Using a pattern Construction of the garments	Construction of garments requiring more advanced techniques	Construction of garments requiring advanced techniques and using fabrics more difficult to handle
The attractive girl Good grooming Social behavior	Appearance and personality Acquiring acceptable manners How appearance affects personality	Appearance and personality (continued study) Understanding people Conversational ability as a personal asset
Hand sewing - A minor project for the home Making the home more attractive by the use of small accessories Use of basic hand-sewing stitches in the construction of a minor project Creative use of simple embroidery stitches to enhance the project	Construction of a minor project - A sewed accessory or a simple garment for a young child or a male member of the family Clothing needs of younger members of the family Decorative use of sewing machine stitching; quilting, parallel rows, top-stitching, using contrasting thread Appliqued decorations Use of decorative tapes and bindings Provision for orderliness through the use of kits, holders, cases, etc., as it contributes to efficient living Review and practice straight stitching in the construction of kits, holders, cases, etc. Use of fastenings, ties and loops	
Safety at school and at home Room management; routines and furniture arrangement Safe practices in the use of sewing tools Safe practices in the use of equipment		

CLOTHING AND HOME EXPERIENCES

I	II	III
Study of fiber and fabric	Buying clothing wisely	Buying clothing wisely (continued study)
Overview of classification of fibers Study of various fabrics made of cotton	Considerations in purchasing clothing; needs of family members; cost, care and storage, etc. Wardrobe analysis and planning Characteristics and care of fabrics of different fibers	Becoming a good shopper Store advertising and sales Continued study of topics in I and II
Assisting in the care and repair of clothing of family members	Caring for family's clothing	Caring for family's clothing (continued study)
The girl's contribution to happiness in the home by caring for her own clothes The girl's contribution to the home in assisting mother in the care of family's clothing Establishing habits of regular daily care of clothing Laundering personal items	Importance of well-cared for clothing Storage facilities for clothing in the home Establishing routines for clothing care	Giving new life to old clothes Establishing routines of seasonal care Packing clothing and care of clothing for travel Care of clothing and personal belongings when away from home
Looking ahead to careers in home economics		

INTEGRATION OF HOME ECONOMICS AREAS

IN THE OUTLINED COURSES

This chart shows the extent to which learnings in the various areas of home economics are incorporated in the courses in this bulletin.

Areas	Foods and Home Experiences I	Foods and Home Experiences II	Foods and Home Experiences III
Food and Nutrition	Preparation of simple meals emphasizing nutritional requirements of the growing girl	Preparation of family meals	Preparation of meals for special occasions
Clothing and Textiles			
Relationships; Family and Personal	Social acceptability within the home Getting along in the family Looking ahead to careers in home economics	Hospitality - Social graces Getting along with others Good grooming	Living happily with family and friends
Management	Assisting in purchase of family's food Management of time and energy in home activities Use of leisure time - Personal recreation	Management of money for home and personal use Use of leisure - Family recreation	Planning for spending
Child Care and Development		Child Care (See note p. 6)	
Health and the Family	Good health and good looks Nutrition	Home Care of the Sick (See note p. 6) Nutrition	Nutrition
Housing and Home Furnishings	Safety at school and at home Use and care of household equipment and furnishings	Furnishing the home attractively Sharing in the care of the home	Housing the family

Areas	Clothing and Home Experiences I	Clothing and Home Experiences II	Clothing and Home Experiences III
Food and Nutrition			
Clothing and Textiles	Construction of simple cotton garments Study of fiber and fabric	Construction of garments requiring more advanced techniques Caring for family clothing	Construction of garments requiring advanced techniques Caring for family clothing (continued)
Relationships; Family and Personal	The attractive girl Looking ahead to careers	Appearance and personality	Appearance and personality (continued)
Management	Assisting in the care and repair of clothing of family members	Buying clothing wisely	Buying clothing wisely (continued)
Child Care and Development		Construction of a garment for a child - A minor project	
Health and the Family			
Housing and Home Furnishings	Safety at school and at home Construction of minor project for the home Use and care of the sewing machine	Storage facilities for clothing	

Areas	Child Care and Home Care of Sick	Clothing Accessories, Personal Development	Home Accessories
Food and Nutrition	Food needs and eating habits of children		
Clothing and Textiles	Clothing needs and dressing habits of young children	Construction of four or more articles Selecting personal accessories Standards of dress	Construction of home accessories Fiber and fabric
Relationships; Family and Personal	Understanding one's self Teenager's influence on children	Grooming and personal development Gifts for the family	Making gifts of fiber and fabric
Management	Time schedules in caring for children Time schedules in caring for the ill	Managing money for personal use	
Child Care and Development	Understanding young children Caring for, playing with children		Making gifts of fiber and fabric
Health and the Family	Good health for the girl and her family Symptoms of illness Emergencies, first aid Illness at home Community health		
Housing and Home Furnishings	Learning how to make the home safe and hygienic Furnishings for children	Attractive gifts for the home and family	Sharing in decorating the home Safety at school and at home

SAFE PRACTICES IN HOME ECONOMICS ROOMS

PRINCIPALS share in providing pupils with experiences in safe living by seeing that:

Only teachers with appropriate licenses are assigned to teach the subject.

The register of classes in home economics rooms does not exceed the safe capacity of the room.

An asbestos fire blanket is a part of the kitchen equipment, and that it is easily accessible and in plain sight; a fully equipped first aid kit is available in each room; fire extinguishers are placed in every home economics kitchen and that they are checked and filled regularly.

The teachers are instructed to report all accidents, no matter how trivial, to the principal. These reports are sent to the Superintendent of Schools by the principal in accordance with current instructions.

Home economics teachers are not asked to leave their classes for hall duty between the first and second periods of the double period that a class is assigned to the rooms and that no home economics teacher is asked to leave her class unless it is covered by another teacher.

Pupils do not have access to the home economics rooms when a teacher is not present, and that the hall doors of these rooms are kept locked when the rooms are not in use.

Hot water is supplied to the kitchens by the custodian so that students need not heat water in large quantities.

NOTE: The standard rules concerning pilot lights, lighting of ovens and ranges and turning off the gas by a master control are modified in relation to Certified Performance gas ranges purchased during 1959, as is indicated by the following statement of the Superintendent of Plant Operation and Maintenance (July 13, 1959):

> "Neither the Fire Department nor the Bureau of Plant Operation and Maintenance has any objection to the use of pilot lights on CP ranges. Neither is there any objection to the emergency gas shut off valves in Home Economics rooms remaining open over nights or weekends. However, certain conditions must be considered before pilots and gas are left on. These are:
>
> 1. That this exception to practice applies only to home economics rooms equipped with "CP" ranges.
> 2. That the fixed ventilation of the closed room, including over weekends, is sufficient so that in the event of accidental extinguishment of the pilot lights gas will not accumulate above the lower explosive limit.
> 3. That during long vacation periods such as Christmas, Easter or the summer, the gas shut off must be closed."

TEACHERS share in keeping the home economics rooms safe places in which to work by observing the following:

Instruct pupils to report to the teacher at once all mishaps or accidents.

Report to the principal at once all accidents to students or teacher no matter how trivial.

Check condition of all equipment constantly. Withdraw from use equipment in doubtful or dangerous condition. Report to principal.

Keep doorways and exits clear.

Keep the tops of cabinets, lockers and cupboards free from bundles and small equipment and keep closet doors and drawers closed when they are not in use.

Label all jars, bottles and cans so that there will be no question as to their contents.

Do not keep cans or jars of the following unsafe-for-school-use materials in the Home Economics rooms:

flammable liquids - kerosene, benzine, naphtha, gasoline.
poisons or poisonous mixtures.

Caution pupils that they are not permitted:

to move or carry heavy pieces of furniture or equipment.
to open, close, wash windows or to use window poles.

Wipe up immediately any food or water spilled on the floor.

Do not use any gas appliance when the odor of escaping gas is present.

Pot-holders should be available at each range. If students are asked to bring in pot-holders the teacher should check to see that they are safe and protective.

Give appropriate instruction, demonstration, review and supervised practice in safe procedures to all classes both at the beginning of the term and as the need arises.

Give a written examination covering points on safety.

See that no pupil is permitted to use electric machines, irons or ranges without the teacher's permission.

Protect children's eyes as far as possible from strong sunlight and glare.

Proceed as follows at the sound of an emergency drill signal:

See that chairs are under tables, electric irons are disconnected, gas is turned off, windows closed, closet doors and drawers are closed.

THE ACCIDENT REPORT

Several copies of this form may be secured from the principal's secretary and kept in the teacher's desk or file. The teacher should acquaint herself with the instructions for making out and filing the report.

THE MONTHLY SAFETY REPORT TO THE PRINCIPAL

Use the form sent by the Home Economics Department to the school. Complete it and give it to the principal at the end of each month. Clearly indicate existing conditions to be corrected so that the principal may take the necessary steps. The report is kept for inspection in the school office for a period of one year. When a report shows unsatisfactory conditions, it must be retained until the condition is cleared.

STUDENTS' WRITTEN SAFETY EXAMINATIONS

(Instructions for giving them and examples of tests are found at the end of this section.)

TEACHING SAFE PRACTICES
RELATED TO HOME ECONOMICS

Home economics education should provide pupils with experiences in safe living, not only in handling equipment and caring for it, but also in practicing good housekeeping. Safety and efficiency are very closely allied. The teacher should be constantly alert to maintain a classroom which is safe. Home economics instruction provides an educational program which will help to develop habits, skills, and attitudes of safe living in their everyday environment.

The pupils should understand the reasons for safe practices and methods used in the home economics rooms so that they will be able to correct or improve any unsafe conditions in their homes, since that is where the largest proportion of all accidents occur.

TEACHER'S OBJECTIVES IN TEACHING SAFE PRACTICES

To establish habits that insure safety in the classroom and in everyday life.
To make the pupil safety-conscious and thereby help safeguard him from possible injury.
To use methods of instruction that will develop understanding of the broader aspects of safety.
To provide a definite plan and teaching material for a safe home living.

PUPILS' OBJECTIVES

To learn to work in a safe manner in the home economics room.
To learn safe conduct in the home economics room.
To be on the alert to recognize situations that are unsafe.
To acquire and practice safety habits that are applicable to everyday living.
To make the school and home safer places.
To teach safety habits to other members of the family.

METHODS OF TEACHING SAFETY

Teaching methods should be planned to achieve the major objective: to establish intelligent habits that insure safety. This means to do more than to discuss safety. The method suggested is demonstration, observation and supervised practice.

The first instruction in safety should be given very early in the term to impress the pupils with its importance. It should comprise general and efficient practices pertinent to the routine factors and management of the home economics room.

After general instruction, each pupil should be tested. Should the test reveal that any student fails to understand the safety factors involved, these should be reviewed and checked by an additional test. Immediately following the successful completion of the test, all students may sign a safety pledge such as the one suggested on a following page. This should be filed with the safety tests for at least two or three years.

Subsequent lessons in home economics should include appropriate safety instruction. Lessons in which tools and equipment are used should include safety instruction by the teacher as well as supervised practice in the techniques of use. The teacher should introduce safe practices as needed rather than treat them as a separate teaching unit. Give brief tests periodically on the safety procedures taught.

The pupils should be encouraged to discover and correct, whenever possible, unsafe features and practices in their homes and bring them to the attention of their parents. They should notify the teacher of classroom hazards which may develop.

Teachers will find the following lists of "rules" helpful in seeing the scope of the material to be taught and may select from them for specific and general instruction those that best serve the needs of their classroom and students.

SAFETY INSTRUCTION FOR STUDENTS

GENERAL INSTRUCTIONS

1. A-B-C: "Always Be Careful." An ounce of prevention is worth a pound of cure.
2. Do not permit yourself to become careless or to take chances.
3. Call the attention of the teacher to any safety violations in the room of which you know or which may arise. Stay away from places and equipment to which you are not assigned.
4. You may not use or handle any machine, tool, apparatus, or other equipment provided for your use in this subject room until you have been instructed by the teacher as to the proper methods to use.
5. In case of an accident, however slight, inform the teacher at once.
6. You are forbidden to be in the home economics room unless the teacher is present.
7. To avoid back strain and tension, maintain good posture while working.
8. Tilting back or sitting on the edge of chairs or stools is unsafe.
9. Close all closet and cabinet doors and drawers after use.
10. Keep doorways, exits and aisles clear at all times.
11. When fire or shelter gongs ring, stop work immediately and wait for the teacher's instructions.
12. Do not open or close windows, or use the window pole.
13. Do not lift or move heavy furniture or equipment.
14. Rough edges on tables, chairs and stools should be reported to the teacher because they may cause skin abrasion.
15. Stools and chairs should be placed out of the way when they are not in use.

SAFE DRESS FOR PUPILS FOR FOOD PREPARATION

1. A washable cover-all apron with a pocket should be worn in the foods room. Apron strings should be short and tied securely in back. No plastic aprons are permitted.
2. Long hair must be tied back.
3. Bracelets and dangling or flammable jewelry should be removed while the student is occupied with household tasks.

CARE AND USE OF ELECTRIC EQUIPMENT

1. It is dangerous to use any electric equipment unless thoroughly familiar with its use. READ AND FOLLOW DIRECTIONS SUPPLIED BY THE MANUFACTURER and given by the teacher.
2. Always examine equipment before using it to be sure that it is in good condition. Worn cords and loose plugs are often the cause of accidents.
3. Do not attempt to repair electric equipment.
4. Do not attach electric equipment unless a teacher is in the room.
5. Never touch an electric outlet with a piece of metal.
6. Never touch an electric connection unless the hands are dry.

7. Be sure the floor on which you are standing is dry before you touch an electrical connnection.
8. Do not touch two electric appliances at the same time since the body may become part of the circuit.
9. Use only the proper outlets for operating electric appliances, portable lamps or electric extension cords.
10. In disconnecting an electric appliance from the wall outlet, grasp the plug, not the cord.
11. Disconnect small electric appliances, such as irons, toasters, mixers, electric heaters, etc., from the wall outlet when they are not in use or when they are left temporarily.
12. Beware of long electric cords; keep them off the floor to avoid tripping.
13. Keep cords free of oil, moisture, kinks or knots.
14. It is dangerous to put electric wires under a rug or carpet.
15. Keep fingers away from the bowl and beaters when an electric mixer is in operation.
16. Cap or tape electric outlets when small children are present.
17. Operate the washing machine and dryer only on instruction from the teacher.
18. Always attach the cord to an electric appliance before plugging it into a wall outlet. Then turn on the switch.
19. Always turn off the switch before disconnecting an electric appliance from the wall outlet.
20. Allow the electric iron to cool before putting it away.

CARE AND USE OF GAS EQUIPMENT

1. A fire blanket should be available at all times. It should be inspected regularly to insure that it is in perfect condition. Pupils should be instructed in the use of a fire blanket and should practice using it.
2. Gas should be turned off completely after using it.
3. All gas burners should be extinguished before leaving the room or apartment.
4. Towels, aprons, curtains should never be hung directly over or near a range.
5. Books and papers must be kept away from ranges.
6. To extinguish fire:
    a. Clothing - Roll victim on floor in the asbestos blanket or a rug.
    b. Fat or oil - Turn off gas. Smother flame with salt or with the cover of a saucepan. NEVER USE WATER.
7. Never attempt to detect a gas leak with a lighted match. Report the odor of escaping gas to the teacher.

Lighting of Top Burners

1. Students are permitted to light gas stoves only after careful instruction has been given.
2. Hold the head back when lighting top burners.
3. Be sure the match is lighted and ready to use before turning on the gas.
4. Only safety matches are permitted. Keep match boxes in a fire-proof container.
5. Follow these steps in lighting top burners:
    a. Take a match from the box, close the box.
    b. Strike the match away from the body, holding the box at a safe distance.
    c. Apply the match to the edge of the burner. Light gas plates from underneath.
    d. Turn the gas on full.
    e. Always hold the lighted match parallel to floor.
    f. Blow out the match; do not shake it.
    g. Place the burned match into a fire-proof container.
    h. Regulate flame.

Remember:

1. Never blow on a burner if it does not light immediately.
2. Be sure that the gas flame is blue. If it is yellow when lighted, turn it off and report to the teacher.
3. If there is an unusual sound or a gas odor, turn off the gas immediately and report to the teacher.
4. Before leaving the room, check to see that all jets are completely turned off.

Cooking on Top Burners

1. Always light the gas and regulate the flame before placing cooking utensils on the burner.
2. Always extinguish the flame before removing a pan from a burner.
3. Do not reach across a gas flame.
4. Handles of saucepans should not extend over the edge of the range.
5. Remember that a good cook works with a lowered flame.
6. Watch flame during cooking to make sure it does not go out while the gas is turned on.
7. If food boils over turn off the gas at once.
8. Protect your hands by using dry pot-holders. Never handle hot dishes with wet hands or wet towels since heat turns into steam which may cause a bad burn.
9. Pot-holders should be thick enough to prevent burning the hands.
10. Keep pot-holders in a handy place near the range or in the pocket of an apron.
11. Never use a towel, apron, or any article attached to your person instead of a pot-holder.

12. When removing pan covers, lift the far side first to avoid danger of steam burns.
13. Place fat to be melted in a cold, dry pan and melt it over a low flame.
14. Never add liquid to hot fat; let melted fat cool first.
15. Allow a hot frying pan to cool before washing it.

Lighting the Oven

1. Students should be permitted to light or turn off the oven only under the direct supervision of the teacher.
2. Stand to the side of the oven when lighting it.
3. Before lighting the oven, open the door to avoid danger of explosion.
4. Check racks in the oven to see that they are properly fitted to prevent tipping.
5. Be sure the match is lighted and ready to use before turning on the gas.
6. Turn the gas on full and apply a lighted match. CAUTION: If the match flame goes out, turn off the oven burner at once. Leave oven door open. Wait a minute or two, then begin again.
7. Make sure that all burners are lighted. Then regulate the flame or adjust the temperature control.
8. Close the oven door gently.

Cooking in the Oven

1. Draw out the oven rack before placing food into the oven, when testing it, or removing it.
2. Use two thick pot-holders to remove food from a hot oven.
3. If food catches on fire in the broiler, turn off the gas immediately and close the oven door tightly.

Cleaning of Gas Ranges

1. When cleaning gas ranges or gas burners, it is important to see that clothing does not catch on the gas keys and thus turn on the gas.
2. Never wipe a warm or hot range with a damp cloth. The steam created may burn the hand.

SAFE PRACTICES WITH OTHER EQUIPMENT

Care in Use of a Double Boiler

1. The upper and lower parts of the double boiler should fit loosely enough to allow excess steam from the lower part of the boiler to escape easily.
2. The handles of double boilers should be kept together.
3. Never have the lower boiler more than 1/3 full of water. More than this amount of water may boil out of the pan and put out the flame.
4. Remove the top of the double boiler before using its contents to avoid burns from steam.

5. In long cooking, check on the water in the lower part of the double boiler. Replenish it when necessary.
6. While stirring food in a double boiler, hold the handles firmly, and use a long-handled spoon.

Can Openers

1. Keep the can opener in a convenient place and learn the correct way to use it.
2. Never use knives, forks or scissors to open a can.
3. Clean the can top with a damp cloth before using it.

Knives

1. Keep sharp knives in a knife holder or in a partitioned drawer with points toward the back of the drawer.
2. Keep knives and forks in separate compartments in the kitchen drawer or storage place.
3. Carry sharp knives on a tray or on a plate.
4. Grasp knives by the handle and not by the blade.
5. Use a bread board when cutting or slicing.
6. Cut away from you, not toward you. Cut down, not up.
7. Do not put sharp knives into the dish pan. Wash and dry them, holding the sharp edge away from you.
8. Hand a knife to another by placing it on the table for him to pick up.

Cleaning Equipment

1. Keep waxing or polishing cloths in metal containers.
2. Avoid use of oil on mops or cloths.
3. Hang brooms, brushes, dust pans and floor mops on hooks in a cleaning closet.

Stools and Chairs

1. Put stools and chairs out of the way, as directed, when they are not in use.
2. Carry stools with stool legs down, using both hands.
3. Use a ladder to reach high places. Never stand on a stool or chair.
4. Never place stools or chairs on the top of ranges. At the close of the school day, stools or chairs may be placed on the tables or desks to assist the custodian in his care of the room. Remove them when the room is again in use.

China and Glassware

1. Stack dishes in closets and cupboards well away from the edge of the shelf.
2. Do not place glasses one inside the other.
3. Discard chipped or cracked glass, earthenware and china.
4. Pick up small bits of broken glass or china with a piece of moist cotton or paper napkin.

5. Sweep broken glass or dishes into a dust pan. Wrap in several thicknesses of newspaper. Label carefully for disposal by school custodian.
6. Never put broken glass or dishes into the garbage can.
7. When pouring hot liquids into glassware, cool it slightly and place a silver spoon or fork in the glass receptable to absorb the heat.
8. When pouring hot liquids into any container, set the container on a firm surface - do not hold it in the hand.

Floors and Floor Coverings

1. When small rugs are used, provide non-skid backing.
2. Mend rips, tears or loose fringe at once.
3. After washing a floor be sure that it is thoroughly dry before walking on it.
4. Never leave soap on the floor when scrubbing. Put it into a soap dish.

MISCELLANEOUS

1. Use a tea kettle or a deep saucepan when heating water.
2. Remove the stopper from the sink or tub when it is not in use. Otherwise, a dripping faucet may cause an overflow of water.
3. Do not lean against mirrors or glass doors as breakage and injury may result.
4. When turning on faucets, turn on the cold water first, then add the hot water and regulate.

SEWING MACHINES

1. Do not use a sewing machine unless the teacher is present.
2. When opening or closing the sewing machine stand behind it, grasp the head firmly and lift or lower it into position.
3. When threading a sewing machine, keep away from the speed control.
4. Detach the cord from the outlet when oiling a sewing machine.
5. Maintain good posture for better control and therefore better safety when using the sewing machine.
6. Tie long hair back when you are working at the sewing machine.
7. The material should be under the presser foot, the needle in the material and the presser foot down before the machine is put into motion.
8. Use the hands to guide the material. Do not let fingers come too close to the presser foot.
9. Operate the machine slowly.
10. To remove work from the sewing machine, raise the presser foot and needle to highest point, then pull the material toward the back of the sewing machine. This prevents bending or breaking the needle and causing an injury.
11. Stop the sewing machine before raising the presser foot.
12. Stop the sewing machine if you hear any unusual noise. Report to the teacher.
13. Do not attempt to repair or adjust parts of the sewing machine yourself. Notify the teacher.

14. Stop stitching if anyone speaks to you while you are at the sewing machine.
15. Keep material, tools and objects of all sorts away from the balance wheel.
16. Disconnect sewing machines at the end of the day and close them.
17. See that your eyes are protected from the glare of strong light while sewing.

SCISSORS AND SHEARS

1. Scissors should be closed and laid on the table when not in use.
2. Carry scissors with their points downward.
3. Pass scissors with the blades closed, and place them on the table to be picked up by the other person.

THE ELECTRIC IRON - STEAM AND DRY

1. Check the iron cord before using it to be sure the cord is not frayed at any point.
2. Turn the iron off when you have finished using it.
3. Use precaution when emptying the steam iron before putting it away. Keep the cord dry and hold the iron at a safe distance so that the steam does not come in contact with the face or hands.
4. Disconnect the steam iron and/or Jiffy Steamer before filling them.
5. Do not rest the iron on its sole plate on the ironing board. Stand it on its heel.
6. Stand the iron on its heel to cool with the cord away from the hot sole plate.
7. A warm iron may be stored on a piece of metal.

MILLINERY STEAMER

1. When using the steamer, stand so that the flow of steam is away from you.
2. Do not use the steamer if the water level is below the spout line. Notify your teacher.
3. When refilling the steamer, be sure the base is empty, cold and disconnected.

MILLINERY WIRE

1. Unwind coiled wire with caution. It can be dangerous if allowed to spring.
2. Never walk around the room with wire dangling.

WIRE NIPPERS

1. Have the blade of the wire nippers facing up and the opening facing down in order to avoid injury from possible springing wire when cutting wire.
2. Keep nippers closed when not in use.

TRACING WHEELS

1. Keep the fingers out of the path of the tracing wheel.
2. A tracing wheel should be handed to another by placing it on the table to be picked up.

NEEDLES AND PINS

1. Keep needles and pins in a pin cushion or in a box.
2. Do not put pins and needles in clothing being worn.
3. Never put pins and needles in the mouth.
4. Remove pins before putting on a garment for fitting. A garment should be basted for fitting.
5. In hand sewing use a thimble as a safety device to protect the finger from being pricked or punctured by a needle.
6. Use a brush or whisk broom to clean off the cutting or sewing tables. Pins or needles may be among the scraps or threads.
7. When fitting a garment, put the pins in with the points down.
8. Take care when removing a fitted garment so that you will not be scratched.
9. Do not thread a needle with a thread so long that you must pull the needle up past your face, or will scratch or prick another person nearby.

STUDENTS' SAFETY PLEDGE

(Suggested for an early lesson)

Safety Pledge

This is to certify that I have received instruction in safety in the home economics room. I realize that failure to observe all safety instructions may lead to serious consequences. Therefore, to avoid any injury to myself or others, I promise to observe all rules faithfully and carefully.

Date_______________Home Economics Teacher__________________________________

(Pupils' signatures follow)

1. .... 13. ....

2. .... 14. ....

3. .... 15. ....

(continuing to include the entire class)

STUDENTS' WRITTEN SAFETY EXAMINATION

PROCEDURES FOR GIVING A SAFETY TEST

1. Inform the pupils that safety tests are a regular part of the class procedure. Their purpose is to safeguard pupils from possible injury.
2. The teacher will mark the papers. Errors should be marked with colored pencil. Students should write corrections on another paper which will be filed with the first one.
3. The written safety examinations should show clearly that the student comprehends safe practices. Non-English speaking students can be individually interviewed and a statement to that effect used in lieu of the written examination. Assemble these examinations into class sets and file them with the principal. The principal will keep these for two or three years after the pupils have left school. Tie up the examinations with a top sheet, labelled as below:

HOME ECONOMICS SAFETY EXAMINATIONS

Date_________________Class____________________Teacher________________________

List Of Students Whose Papers Are Included

1. .... 15. ....

2. .... 14. ....

Etc.

EXAMPLES OF SAFETY TESTS

Examples of four short-answer types of tests which the teacher may use as a guide in developing her own are shown here.

Multiple Choice:

Directions - On the numbered line on your answer paper write the complete correct statement.

1. Liquids spilled on the floor should be wiped up as soon as possible
   a. to prevent waste.
   b. because they make the floor dirty.
   c. because they indicate carelessness.
   d. because they make the floors slippery.

2. If an accident occurs, you should
   a. give yourself first aid treatment.
   b. report immediately to the teacher.
   c. ask the teacher's permission to go to the principal's office.
   d. wait until after school and then go to a doctor.

3. Stools and chairs should be put away when not in use because
   a. they look neat that way.
   b. they are likely to be damaged if they are not put away.
   c. they may be returned to the wrong table.
   d. pupils may stumble over them and be injured.

Answers: 1 - d, 2 - b, 3 - d

True - False:

Directions - On the numbered line on your answer paper write the word True for all statements that are true. Rewrite any untrue statements so that they will be correct.

1. When removing covers from pans, lift the far side first.

2. You should leave the iron resting on its sole when you leave the ironing board.

3. If the room seems stuffy, open a window.

Answers: 1 - True 2 - False (Rewrite) 3 - False (Rewrite)

Matching: (for specific safety practices)

Directions - On the numbered line on your answer paper write the letter of the item in Column B which best matches the numbered item in Column A.

COLUMN A

1. burning clothing
2. carry on a tray
3. fire-proof container
4. removal of food from hot oven
5. bits of broken glass or china

Answers: 1-f, 2-e, 3-d, 4-g, 5-b

COLUMN B

a. non-skid backing
b. moist cotton or newspaper
c. spoons
d. matches
e. knives
f. fire blanket
g. two pot-holders

Completion:

Directions - On the numbered line on your answer paper write the missing word or words which will make the statement correct.

1. Before plugging in an electric appliance at the wall, be sure the switch is in the ______________ position.

2. Always carry scissors with points __________________.

3. When passing scissors to another person, have blades __________________ and place them on the table to be picked up.

Answers: 1. off 2. down 3. closed

RESOURCE MATERIALS

A bibliography of books in home economics and education, as a supplement to this course of study and syllabus, will be issued by the home economics central office staff approximately every three years. A few recent books of specific interest to home economics teachers have been listed in the text of this bulletin in the sections to which they relate.

Teachers will be interested in keeping abreast of new publications reviewed in current professional home economics magazines. Book reviews and mention of new books will also be found from time to time in News and Notes, the publication emanating from the home economics central office and sent to home economics teachers three or four times a year. Book lists of the Board of Education of the City of New York are available in all schools and serve to guide teachers when requisitioning textbooks and reference books for students and teachers.

RESOURCE MATERIAL FOR FAMILY LIVING

In home economics we are concerned with purposeful use of leisure time and in this connection, the reading of books pertaining to family life may be recommended. Stories and episodes in the books may also serve as springboards for class discussion.

Supplemental reading in family living may be suggested by the home economics teacher in conjunction with the students' program in language arts. The librarian will be in a position to recommend books in this area. Children who have read some of the listed books should be encouraged to offer recommendations to their classmates.

The following resources are available to the teacher to further implement this program:

1. The School Library Bulletin (February 1960 and March 1960). Under the heading "Using Books for Better Human Relations" is an annotated list with many books dealing with family living. Revisions and supplements on this theme are expected shortly.

2. The lists Library Books for Elementary and Junior High Schools are available in school libraries. These have categories "Family Living" and "Books for Teenagers." Suitable grade levels are indicated for each book.

3. Reading List for the theme center "The Individual as a Member of the Group" is a Bureau of Curriculum Research publication. Many of the books listed may be suitable for junior high school students.

4. Curriculum Research Report, A Bibliography on Worthy Home Membership and Family Living is another Bureau of Curriculum Research publication. This is a bibliography for teachers, but the fiction list includes some titles which are not found in the other sources.

5. Resources in New York City for Teachers of Family Life Education, Bureau of Curriculum Research, is a compilation of resources for teachers.

A LOOK AHEAD TO CAREERS IN HOME ECONOMICS

A junior high school pupil is not too young to begin to think about the choice of an occupation or profession. This fact and the fact that home economics is required of all girls in the junior high schools, provide two important reasons for the inclusion of information concerning careers.

Courses in home economics in the junior high school are planned to meet the developmental needs of this age group. These courses give opportunity for students to evaluate their abilities, interests and capabilities. The field of home economics is of interest to the student as it is the educational basis for so many professions. Especially able students should be encouraged to consider preparation for these. There are also job opportunities of a non-professional nature available to girls who have acquired some competence in home economics.

To a degree, all teachers are vocational guidance counselors. The home economics teacher, working with the guidance personnel in the school, serves as a valuable resource person. She should initiate a career guidance program in home economics by providing the guidance department with occupational and career information for its files. Information can be prepared for use on bulletin boards, for assembly programs and to use as a basis for addressing parents' groups, as well as for use with home economics classes.

The American Home Economics Association, 1600 Twentieth Street, Washington 9, D. C. has prepared much useful and interesting material which is available at little cost.

Two recent books on careers in home economics have well-organized material of use to teachers, parents and guidance personnel.

Hall, Olive A. Home Economics - Careers and Homemaking
John Wiley and Sons 1958

Tate, Mildred Thuron Home Economics as a Profession
McGraw-Hill Book Company, Inc. 1961

DEVELOPMENT OF THIS COURSE OF STUDY AND SYLLABUS

This course of study and syllabus, which for the first time brings together all fields of study in home economics in the junior high schools under one cover, was prepared under the general direction of William H. Bristow, Bureau of Curriculum Research and Development, Max G. Rubinstein, Junior High School Division and Anna M. Dooley, Director of Home Economics. Elsa Kraemer, Assistant Director of Home Economics, Georgine O'Connor and Sarah Stone, Supervisors of Home Economics, served as the production committee that assumed the major responsibility for planning the format and general design of the bulletin, outlining the content of the courses, directing committee work and for writing and revising the bulletin. In this they were guided by Leonard Simon of the Bureau of Curriculum Research and Development. Many other people assisted in this work. Their aid is here gratefully acknowledged.

In September 1961, the first draft of the material was sent to all of the home economics teachers and principals of the junior high schools. Supervisors of Home Economics then held meetings of all of the junior high school home economics teachers to introduce the preliminary material and to guide teachers in using and evaluating it in anticipation of its further extension and revision.

During the spring term of 1962, teacher volunteers served on committees headed by Home Economics Supervisors to refine the preliminary material and to prepare additions. These materials were then submitted to the pilot committee for evaluation and revision. In all, one hundred and two teachers, three principals and two assistant principals gave time to this committee work. They came from seventy-four different junior high schools.

A list of these committees follows:

Sylvia Anker
Home Economics Supervisor

Florence Bernstein	J 62 K
Viola Braun	J 104 M
Shirley Brown	J 246 K
Marie Daspro	J 12 M
Ruth Erbstein	J 62 K
Theresa Fields	J 49 K
Annette Gallo	J 49 R
Elizabeth McMahon	J 14 K
Marion Romain	J 285 K
Dorothy Straker	J 33 K
Thelma Smith	J 88 M
Cecile Swann	J 172 M
Bessie Terry	J 65 M

Blanche Kennedy
Home Economics Supervisor

Marie Beckwith	J 44 M
Alice Brown	J 149 X
Anastasia Brown Principal	P 406 M
Frances Gerson	J 190 Q
Lillian Hauer	J 22 X
Claire Kellam	J 59 Q
Marion Kuhn	J 10 Q
Susie McIver	J 6 K
Gertrude Miller	J 194 Q
Beatrice Parrish	J 120 X
Sarah Suslak	J 98 X

Georgine O'Connor
Home Economics Supervisor

Marion Aronoff	J 135 X
Samuel Ettinger Principal	J 158 Q
Shirley Greenwald	J 67 Q
Mary Heinkele	J 216 Q
Harold Kobliner Asst. Principal	J 204 Q
Laura Movchine	J 119 Q
Joan Parrino	J 135 X
Josephine Prestopino	J 135 X
Adele Small	J 158 Q
Gertrude Selkowe Principal	J 135 X
Eleanor Shugrue	J 157 Q
Gertrude Wiener	J 135 X

Claire Rosenthal
Home Economics Supervisor

Gertrude Aberback	J 22 M
Phyllis Ellis	J 59 Q
Virginia Gallagher	J 190 Q
Evelyn Goodman	J 149 K
Mae Haughton	J 43 M
Elizabeth Lockett	J 57 K
Maria Lund	J 50 K
Mae Dee Jackson	J 216 Q
Catherine Purcell	J 59 Q
Helen Roach	J 115 M
Hannah Saal	J 180 Q
Marie Strecker	J 240 K
Constance Stevens	J 117 M

Olga Sobelsohn
Home Economics Supervisor

Irving Berchuck Asst. Principal	J 40 Q
Louise Diehl	J 168 Q
Rose Drachler	J 201 K
Joan Eisman	J 220 K
Fannie Fine	J 220 K
Stella Graves	J 117 K
June Harris	J 220 K
Vernice Horne	J 296 K
Catherine Reese	J 218 Q
Alice Schulz	J 47 M
Rosalie Shields	J 168 Q
Elma Smolen	J 128 K
Rose Sorkin	J 278 K
Marian Winters	J 73 Q

Sarah Stone
Home Economics Supervisor

Pearl Bader	J 252 K
Elgiva Ball	J 142 Q
Charity Evans	J 35 K
Lela Holimon	J 35 K
Lossie Joseph	J 194 Q
Margaret Kent	J 136 K
Mary Lynch	J 223 K
Dessie Lynn	J 136 M
Barbara McKeon	J 166 K
Anne Nemerover	J 14 K
Florence Numeroff	J 64 K
Sylvia Suchar	J 136 M
Jennie Watson	J 210 K

Claire Tafler
Home Economics Supervisor

Mollie Arbeitman	J 62 K
Jeanne Eaton	J 164 M
Doris Friedman	J 118 M
Georgia Hitchcock	J 17 M
Rita Jacobson	J 218 Q
Gladys Miller Act. Asst. Principal	J 88 M
Viola Schwedel	J 44 M
Lois Simms	J 185 Q
Vivian Warnick	J 47 M
Clarice Weintraub	J 141 Q
Lunda Wu	J 71 M

Sally Termin
Home Economics Supervisor

Margo DelGenio	J 117 X
Sylvia Donnenfeld	J 189 Q
Janet Franklin	J 172 Q
Mabel Forsythe	J 109 Q
Mildred Freeman	J 60 X
Marjorie James	J 120 X
Rita Knoud	J 22 X
Elizabeth Low	J 172 Q
Helen Mitchell	J 172 Q
Olga Murai	J 185 Q
Virginia Nicholson	J 143 X
Doris Smith	J 45 X

The material developed by the work committees was reviewed and incorporated into the bulletin by the pilot committee during the fall term of 1962. The revised material was given to a number of educators for study and comment. These people were most generous with their time and made many helpful suggestions. Those who appraised the bulletin at this stage were:

Representative of the Junior High School Division
  Max G. Rubenstein
  Martha Finkler

Representative of the High School Division
  Mary Meade

College Professors in charge of Teacher Training
  Arlene Otto, Teachers College
  Hazel Kory, Brooklyn College

Bureau of Child Guidance
  Charlotte Hayman
  Clare Sheviakova

Bureau of Attendance
  Arthur Clinton

Subject Matter Specialists
  Science: Albert Beck
      Paul Kahn
  Art: Olive Riley
  Health and Safety: Grace Woodhead

Bureau of Curriculum Research and Development
  William Bristow
  Clelia Belfrom
  Leonard Simon
  Irma Fuentes

Education of the Visually Handicapped
  Helen Fields

Junior High School Principals
  Maurice Nadler, J 67 Q
  Alfred Nussbaum, J 211 K
  Jacob Ornstein, J 73 Q

Assistant Principals

Beatrice Broido	J 240 K
Harold Ellenberg	J 126 Q
Normal Goldenberg	J 278 K
Harold Kobliner	J 204 Q
Beatrice Kreis	J 227 K
Alan Plank	J 50 K
James Trapani (Acting)	J 192 Q

High School Chairman

Dorothy Hirschhorn	George Wingate High School

Teachers

Helen Berkman	P 225 K
Harriet Burger	J 218 Q
Sylvia Donnenfeld	J 189 Q
Xenia Fane	Midwood High School
Carolyn Gutman	J 113 X
Rita Jacobson	J 218 Q
Dorotha Klein	J 109 Q
Margaret Lynch	J 168 Q
Mary McIntyre	J 113 X
Shirley Newman	J 285 K
Catherine Purcell	J 59 Q
Catherine Reese	J 218 Q
Marion Romain	J 285 K
Adele Small	J 158 Q
Helen Snead	J 142 Q
Gertrude Tobias	P 618 M

The bulletin was submitted to the Curriculum Council in December 1962. Upon the approval of the Curriculum Council, the bulletin was subjected to an editorial reorganization to make use of the suggestions made. It was presented to the Board of Superintendents in July 1963 for approval for final processing. Publication processing was supervised by Maurice Basseches, Editor, Bureau of Curriculum Research.

Elsa Kraemer served as principal researcher and writer